ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001272	N.A.	N.A.	

4. AUTHOR(S):
Page, Ray

5. TITLE OF DOCUMENT ABSTRACTED:
Health Education in Secondary Schools: Illinois Curriculum Program Subject Field Series, Bulletin D-5

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Office of the Supt. of Public Instruction
CITY State of Illinois Springfield, Illinois

9. PUBLISHER OR SOURCE
Printed by the Authority of the State of Illinois

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	63	202

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE YES ☒ NO ☐
COPYRIGHT GRANTED YES ☐ NO ☒
COPYRIGHT RELEASE FILED YES ☐ NO ☒
TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐
OTHER ERIC REFERENCES:
ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum guide

16. INDEXING TERMS (6-12)

Junior High	Body Care	Mental Health	Communicable Diseases	
Senior High	Dental Health	Family Living	Individual Behavior	
Growth	Nutrition	First Aid		
		Community Health		

17. ABSTRACT (MAX. 250 WORDS)

A divided curriculum of lesson plans for grades 7, 8, 9, then grades 10, 11, 12 was designed. Both groups cover growth and development, body care and grooming, dental health education, nutrition, mental health, family living, first aid and safety, consumer health, community health, and communicable and non-communicable diseases.

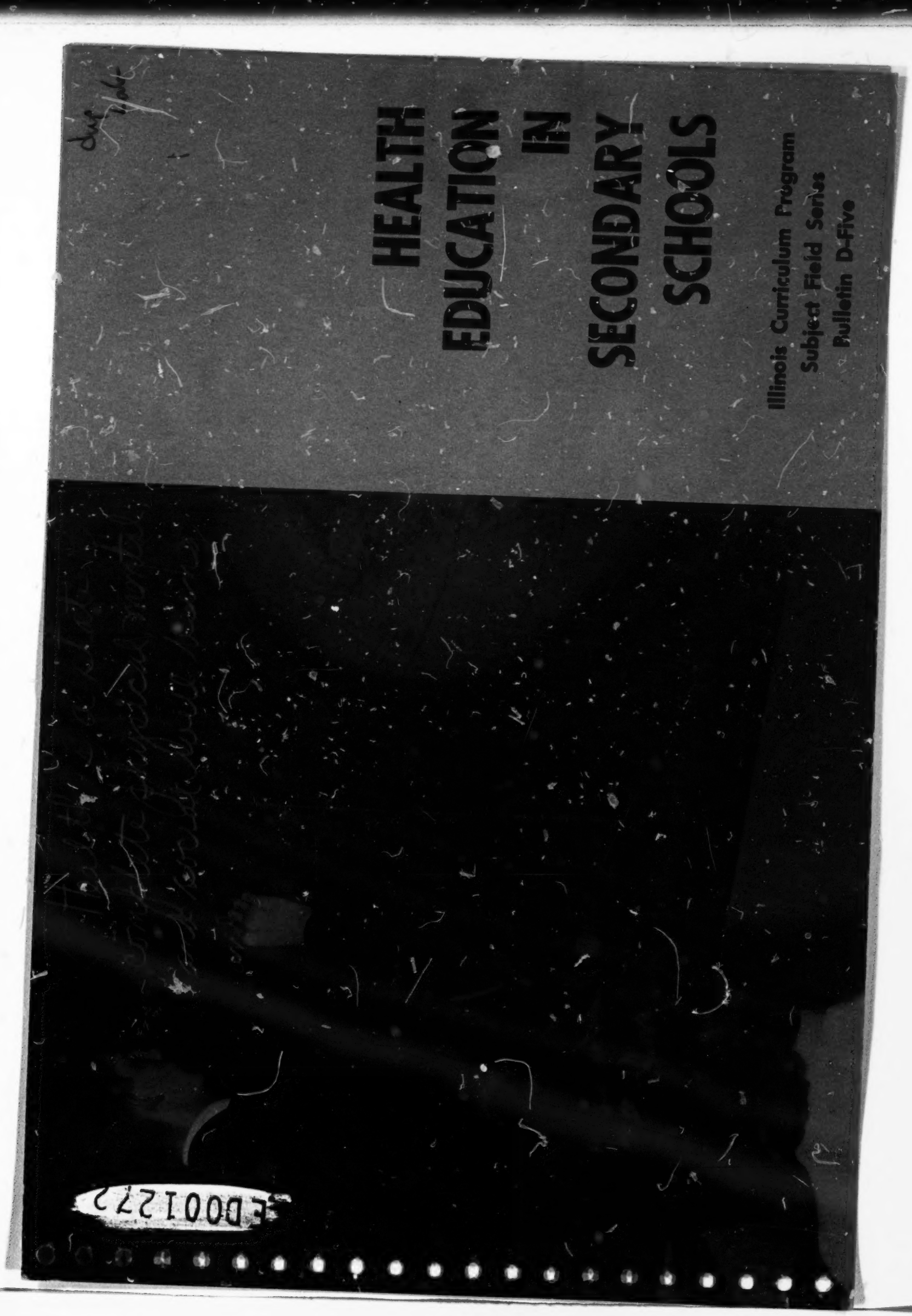
School health programs provide the child with awareness of better health and improve their behavior in such a way as to be conducive to good health.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education



REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BLANK PAGE

HEALTH EDUCATION IN SECONDARY SCHOOLS

Gift from the publishing industry of the United States of America.
Un obsequio de la industria editora de los Estados Unidos de América.
Un cadeau de l'industrie de publication des Etats-Unis d'Amérique.

DEVELOPMENT COMMITTEE

John R. LeFevre—General Chairman
Associate Professor
Department of Health Education
Southern Illinois University
Carbondale

Julia Foster — Chairman
Materials Committee, Grades 10-12
Teacher, Health Education
Alton Senior High School
Alton

Carolyn Ryle Smith — Chairman
Materials Committee, Grades 7-9
Health Coordinator
Eastern Illinois University
Charleston

Imogene Holliday — Chairman
Materials Committee, Grades K-6
Teacher, Winkler School
Carbondale

Jack C. Allen — Co-editor
Former Consultant, Health Education
Office of the Superintendent of Public Instruction
Springfield

Thomas M. Janeway — Co-editor
Consultant, Health Education
Office of the Superintendent of Public Instruction
Springfield

Lynford L. Keyes — Co-editor
Chief, Bureau of Health Education
Department of Public Health
Springfield

ILLINOIS CURRICULUM PROGRAM

Ray Page
Superintendent of Public Instruction
State of Illinois

1963

Educational Materials Laboratory
Office of Education

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Printed by Authority of the State of Illinois

Library of Congress Catalog Card Number: 63-62520

Copyright, 1963

THE ILLINOIS CURRICULUM PROGRAM

Office of the Superintendent of Public Instruction
Springfield, Illinois

355

HEALTH EDUCATION IN SECONDARY SCHOOLS

Materials Committees

Grades 7-9

Carolyn Ryle Smith, *Chairman*
Eastern Illinois University
Charleston

Roger Bard
Taylorville High School

Lowell J. Betsworth
Community Unit District
Galesburg

Fern Boswell
Carterville City Schools

Frieda Hoyle
Oakland Park School
Streator

Marie Johnston
Consultant, Health and
Physical Education
Chicago Public Schools

Sharon Kincaid
Community Consolidated School
McLeansboro

Aleatha Mifflin
Gorham Grade School

Lester Muir
Junior High School
Blue Island

Ronald K. Stewart
West Junior High School
Kankakee

Ruth Wethington
Junior High School
Hillsboro

Grades 10-12

Julia Foster, *Chairman*
Alton Senior High School
Alton

Howard Dewell
Senior High School,
Quincy

Arlyne L. Fillippi
Thornton Township High School
Harvey

Alberta Hamilton
Belleville High School
Belleville

Emery Ebbert
Proviso Township High School
Maywood

Donald Kienlen
Joliet Township High School
Joliet

Jean Marie Heye
Jersey High School
Jerseyville

Eileen Swain
Franklin School
Metropolis

ACKNOWLEDGMENTS

THE ILLINOIS JOINT COMMITTEE ON SCHOOL HEALTH

Organizations, Agencies and Groups Represented

Catholic Schools
Chicago Board of Education
Chicago Hearing Society
Citizens Traffic Safety Board
Commission for Handicapped Children
Division of Services for Crippled Children
Eastern Illinois University
Federation of Illinois Colleges
Illinois Academy of General Practice
Illinois Association of Childhood Education
Illinois Association of Classroom Teachers
Illinois Association of County Boards of Health
Illinois Association of County Superintendents of Schools
Illinois Association for Health, Physical Education and Recreation
Illinois Association of Medical Health Officers
Illinois Association for Mental Health, Inc.
Illinois Association of School Administrators
Illinois Association of School Boards
Illinois Association for Student Teaching
Illinois Association for Supervision and Curriculum Development
Illinois Association for Teacher Education in Private Colleges
Illinois Chapter American Academy of Pediatrics
Illinois Chapter of American Association of Public Health Physicians
Illinois Commission on Children
Illinois Congress of Parents and Teachers
Illinois Curriculum Council
Illinois Department of Public Health
Illinois Department of Public Welfare
Illinois Education Association
Illinois Elementary School Principals' Association
Illinois Heart Association
Illinois Home Economics Association
Illinois Junior High School Association
Illinois League for Nursing
Illinois Nurses' Association
Illinois Nutrition Committee
Illinois Public Health Association
Illinois Secondary School Principals' Association
Illinois Society for Prevention of Blindness
Illinois Society of Professional Engineers
Illinois Society of Public Health Educators
Illinois State Dental Society
Illinois State Medical Society
Illinois State Normal University
Illinois Tuberculosis Association
National Epilepsy League
The National Foundation
Northern Illinois University
Public Education for Illinois, Division of American Cancer Society
Southern Illinois University
United Cerebral Palsy of Illinois
University of Illinois
Western Illinois University

FOREWORD

Through compulsory student physical examinations, selective service information and more knowledge of the physical condition of our adult population, ample evidence is available of the need for more effective health education. Through raising the level of health of our younger generation, we can help insure the vigor needed by our country to retain its present world position and promote future national security through healthy citizens.

Since health of our young is the concern of all, the development of this, as well as other publications, has been a cooperative enterprise. The Illinois Joint Committee on School Health has been very helpful in this project through its interest and advice. We are especially grateful to personnel in the Department of Public Health for their cooperation and contributions in the preparation of this publication, and *Guidelines for School Health Programs.*

Sincere appreciation is expressed to Dr. John R. LeFevre for his leadership as General Chairman of the publication project, and to Dr. Franklin D. Yoder, Director of the Department of Public Health, and Dr. Donaldson F. Rawlings, Chief of the Division of Preventive Medicine in the Department of Public Health, for their support and continuing interest. Dr. Woodson W. Fishback, State Coordinator of Curriculum, was most helpful through his constructive criticism and guidance. Acknowledgment is also made of the timely suggestions and evaluations of the manuscript by Dr. O. N. Hunter, former Supervisor of the Department of Physical Well-Being, and Dr. Dale McDowell, Associate Coordinator of Curriculum.

Illinois' schools are striving, through their educational programs, to improve and conserve the health of children and youth. Therefore, we congratulate and commend all those who contributed toward the completion of this much needed publication. In cooperation with the Department of Public Health and the lay and professional groups represented on the Illinois Curriculum Council, the Office of the Superintendent of Public Instruction is pleased to sponsor and present this health education curriculum guide.

RAY PAGE
Superintendent of Public Instruction

PREFACE

This publication has been developed as a logical extension of the handbook, *Guidelines For School Health Programs,* Bulletin A-2 of the Illinois Curriculum Program series on Administration and Supervision. *Guidelines For School Health Programs* was designed to outline for the school administrator the essentials of a broad school health program. In it were described aspects of administration and coordination of the school health program, including health services, healthful school living and health instruction. Only those portions of *Guidelines For School Health Programs* relating to health instruction and which contribute to the central purpose of this guide are reproduced herein.

Bulletin D-5 has been developed as a resource book for those teachers charged with the responsibility for health instruction (offered in a variety of ways by teachers whose background and preparation for the subject also vary widely.) Likewise, health needs and interests of children vary from community to community and within the same community from time to time. For this reason the committee has made no attempt to structure the subject matter or learning experiences into a set pattern or time schedule within a given grade. Rather, the successful experiences of many health teachers throughout the state have been recorded and made available in a manner which should contribute to the enrichment of health instruction programs throughout the state regardless of pattern of organization. All materials in the text of the guide, including subject

matter, its suggested sequential arrangement by grade level and topic, stated purposes, learning experiences, resources, and evaluation are the distillation of the thought, experience and practice of health education teachers of acknowledged competence from every grade level and geographic area within the state.

The guide is arranged in two levels, grades seven through nine, and grades ten through twelve. Within these grade groupings, the content is organized by subject in a suggested sequence to provide a planned progression of learning experiences from the seventh through the ninth, and from the tenth through the twelfth grades. The progression pattern is intended to provide a comprehensive program even though local curricular demands may not permit close adherence to the activities suggested for each grade level. For example, health education may be offered at the seventh and the ninth grade levels only. The teacher can easily observe the sequence presented even though there is no health instruction planned for the eighth grade.

At the beginning of each subject matter area is a brief introduction stressing its important aspects. This is followed by a listing of competencies (skills, knowledge, habits, attitudes, understandings) that the health-educated student should possess at each level of maturation. The major portion of the guide is devoted to statements of specific desired outcomes. Many more learning experiences are listed than a teacher will have time

to use. Therefore, it will be the teacher's responsibility to select those learning experiences which will most likely be effective in her situation. Many adaptations and variations are possible and desirable.

It is anticipated, because of the rapid advances being made in medical and health-science information, that the guide, to remain effective, will require continuous evaluation and periodic revision. Suggestions for the evaluation of teaching effectiveness and pupil progress are included at the end of each unit.

All teachers actually have responsibilities for helping our youth gain an appreciation of the values of healthful living and the acquisition of information that will result in the formation of sound health habits. Therefore, it seems desirable that each school administrator familiarize his entire faculty with the content and potential uses of this significant curriculum publication. Other D-series publications available to high school teachers and administrators are *Communication in the High School Curriculum* (Bulletins D-1 and D-2); *Business Education in the Secondary School* (Bulletin D-3); and *Art and the Adolescent* (Bulletin D-4). It is anticipated that several additional D-series publications will be prepared for distribution in Illinois high schools.

WOODSON W. FISHBACK
State Coordinator of Curriculum

CONTENTS

FOREWORD V

PREFACE VI

INTRODUCTION I

Definitions 1

Philosophy of School Health Education 2

The Health Education and Physical Education Law 3

Interpretation Relative to Health Education in Secondary Schools 4

Time Allocation for Health Instruction by Grade Level 5

Lesson Plans 7

UNIT I—GROWTH AND DEVELOPMENT (Grades 7-8-9) 13

UNIT II—BODY CARE AND GROOMING (Grades 7-8-9) 19

UNIT III—DENTAL HEALTH EDUCATION (Grades 7-8-9) 29

UNIT IV—NUTRITION (Grades 7-8-9) 39

UNIT V—MENTAL HEALTH (Grades 7-8-9) 49

UNIT VI—FAMILY LIVING (Grades 7-8-9) 61

UNIT VII—FIRST AID, SAFETY, AND HOME CARE OF THE SICK (Grades 7-8-9) 71

UNIT VIII—CONSUMER HEALTH (Grades 7-8-9) 81

UNIT IX—COMMUNITY HEALTH (Grades 7-8-9) 89

UNIT X—COMMUNICABLE AND NON-COMMUNICABLE DISEASES (Grades 7-8-9) 99

CONTENTS

UNIT I—GROWTH AND DEVELOPMENT Grades 10-11-12) 109

UNIT II—DENTAL CARE AND EDUCATION (Grades 10-11-12) 117

UNIT III—NUTRITION (Grades 10-11-12) 129

UNIT IV—MENTAL HEALTH (Grades 10-11-12) 137

UNIT V—FAMILY LIVING (Grades 10-11-12) 149

UNIT VI—FIRST AID, SAFETY, AND HOME CARE OF THE SICK (Grades 10-11-12) 159

UNIT VII—CONSUMER HEALTH (MEDICAL SERVICES, INSURANCE, PATENT MEDICINES, CONSUMER EDUCATION (Grades 10-11-12) 167

UNIT VIII—COMMUNITY AND PUBLIC HEALTH (Grades 10-11-12) 175

UNIT IX—COMMUNICABLE, CHRONIC, AND DEGENERATIVE DISEASES (Grades 10-11-12) .. 181

APPENDICES 187

A. Lesson Plan for the Study of the Eye (Grades 10-11-12) 188

B. Lesson Plan for the Study of Diabetes (Grades 10-11-12) 190

C. Resolutions for Health Education and Physical Education 194

D. Office of the Superintendent of Public Instruction: Chart 197

E. Department of Public Health: Chart 198

F. Selected Sources of Health Education Materials 199

INTRODUCTION

Definitions

In order to facilitate the communication of ideas relating to school health, it is necessary to establish a common understanding of terms. For this reason, it was deemed advisable to adopt definitions in this publication which have found general acceptance in the profession.

School health education is the process of providing learning experiences for the purpose of influencing knowledge, attitudes, or conduct relating to individual and community health.

School health services are procedures established:

1. To appraise the health status of pupils and school personnel.
2. To counsel pupils, parents and others concerning appraisal findings.
3. To encourage the correction of remediable defects.
4. To assist in the identification and education of handicapped children.
5. To help prevent and control disease.
6. To provide emergency service for injury or sudden illness.

Healthful school living designates the provision of a safe and healthful environment, the organization of a healthful school day, and the establishment of interpersonal relationships favorable to emotional, social and physical health.

Health appraisal is the process of determining the total health status of a child through such means as health histories, teacher and nurse observations, screening tests, and medical, dental, and psychological examinations.[1]

Philosophy of School Health Education

The primary purpose of school health education is the improvement of behavior conducive to good health; its ultimate goal is the optimum health of the individual and the community. Its function is to provide guidance for learning activities which favorably influence the acquisition of knowledge as well as the development of habits, attitudes, and skills which contribute to the fulfillment of this purpose. The extent to which the objectives of school health education are realized is directly proportional to the support provided by administrators, supervisors, teachers, health specialists, parents, and other related groups. This philosophy finds more specific expression in the following statements:

1. The philosophy of health education should be consistent with the educational philosophy of the school.
2. Health education should be an integral part of every school curriculum.
3. The school health education program should involve home, school and community.

---

1. "Report of the Committee on Terminology in School Health Education," Journal of American Association for Health, Physical Education and Recreation, 22:7; September, 1951.

4. School health education should promote social, mental, and emotional health as well as physical health.
5. School health education should stress the concept of optimum development of the individual consistent with his social responsibilities.
6. School health education should accommodate individual needs and differences as well as reflect the changing needs of society.

The Health Education and Physical Education Law

Section 27-6 of the *Illinois School Code,* commonly known as the Physical Education Law, was amended by the 70th General Assembly to read as follows:*

> Pupils enrolled in the public schools and State colleges and normal universities engaged in preparing teachers shall, as soon as practicable, be required to engage daily, during the school day, in courses of physical education and health instruction for such periods as are compatible with the optimum growth and development needs of individuals at various age levels.
>
> Special activities in physical education, or modified course thereof, shall be provided for pupils whose physical or emotional condition, as determined by the examination provided for in Section 27-8, prevents their participation in the courses provided for normal children.

*For legislation relating to specific subject matter areas see Sections 27-5 and 27-10 of the *Illinois School Code.*

Interpretation Relative to Health Education In Secondary Schools

Scheduling of health and physical education in grades seven through twelve will be somewhat varied. One solution of scheduling these related areas in the upper grades, or the junior high school, and the senior high school, proposes that the last twelve semesters be treated as a single plan. This plan might include one semester for first aid, one or two semesters for safety and driver education, one or two semesters for daily health instruction, and seven to nine semesters for physical education.

The consensus today recommends a concentrated health course of at least one semester but favors two semesters at the junior and two semesters at the senior high school levels. These courses should be taught by teachers with special interest, experience, and professional preparation in school health education. In addition, teachers of all courses containing health implications should continue to contribute to the health understandings of their pupils. The emphasis in all health teaching in the secondary school, as elsewhere, should be such as to result in the translation of knowledge of how to live into healthful attitudes and actual everyday behavior.

In Illinois health instruction is oftentimes scheduled in conjunction with physical education at the secondary level. For example, throughout junior and senior high school a student may receive direct health instruction one or two days per week, and the remaining time is spent for physical education. As a guide to appropriate time allotment regardless of the scheduling method, the table which follows is suggested as a guide.

Time Allocation For Health Instruction By Grade Level

7-9 (junior high school)	One-year course (recommended)
	One semester (minimum)
	Block method or combination method with physical education should equal the minimum of one semester.
10-12 (senior high school)	One-year course (recommended)
	One semester (minimum)

Wherever possible at the secondary level, the one-year or two-semester plan is strongly recommended for several compelling reasons.

1. Semester concentrations of time for health instruction puts it on the same basis as other courses in the curriculum. Other arrangements, which permit infrequent meetings or intermingle it with other subjects, lower its prestige and relegate it to a position of secondary importance in the minds of students, teachers, and the public.

2. Semester concentration enhances learning by permitting continuity of thought and preparation on the part of both pupil and teacher. Other arrangements, which intermingle health instruction with physical education or other activities, work to their mutual disadvantage in this respect.

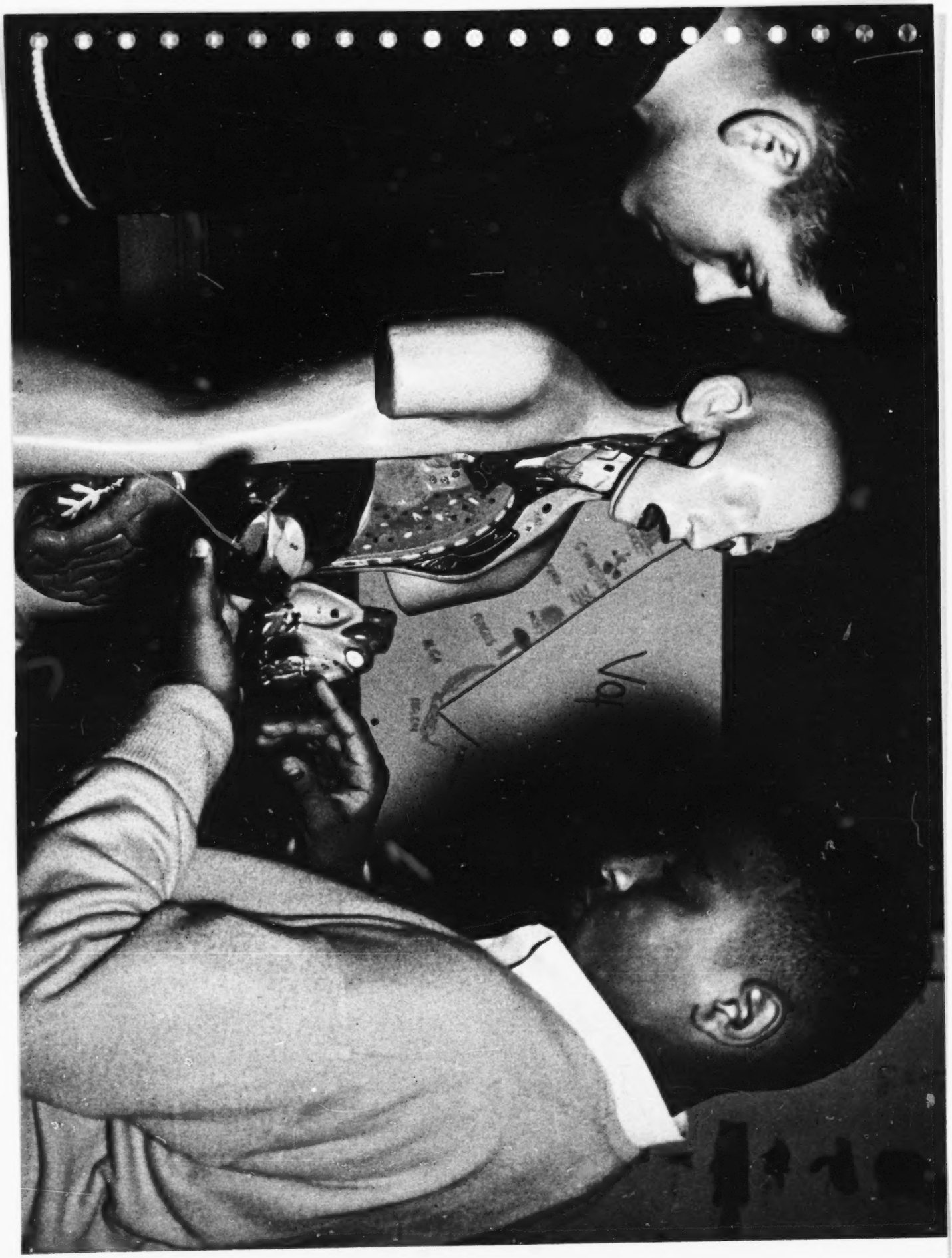
3. Semester concentration encourages the employment of teachers competent by reason of interest, experience, and preparation to teach in this field. Plans which alternate or fuse health instruction with other subjects too frequently result in its being taught by a teacher primarily trained and interested in the other subject. The school administrator should carefully evaluate the duties and functions of personnel teaching health.

4. Semester concentration provides a framework for the appropriate placement of such topics as driver education, safety and first aid, guidance, and others and a planned approach to the recognition of health areas which are covered in other subjects in the curriculum. For example, body care, cleanliness, grooming, and basic concepts of nutrition taught to all students in health education should correlate with, and be reinforced by, the course offerings in science, industrial arts, and homemaking.

Lesson Plans

Included in the Appendices are examples of detailed lesson plans for particular phases of health education. These plans have been formulated from the resource units as outlined in the succeeding pages. A Directory of Selected Sources of Health Education Materials may be found in Appendix F beginning on page 199.

UNITS FOR GRADES 7-8-9



BLANK PAGE

Unit I

GROWTH AND DEVELOPMENT (Grades 7-8-9)

INTRODUCTION

An understanding of one's own body is basic to all effective health education. Concerns and interests of students in grades 7, 8, 9 most often center upon their bodies and the changes that are taking place in them. The rapid increase in size and strength of muscles implies the need for fuel for growth. During this age, the heart and lungs are smaller in proportion to body size than later. Adequate rest and sleep are essential. Junior high students are concerned about rapid or slow maturation, i.e. being too tall or too fat, too thin, too round or too flat. They need help in understanding themselves.

Grade 7

COMPETENCIES

1. To understand the wonders of growth and development from conception to maturity.
2. To understand that human growth goes on physically, socially, emotionally, and mentally and that different junior high-aged students are at different levels of development.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understand the individuality of growth and that girls grow faster and mature earlier than boys.	1. Have class consult a height and weight chart or individual growth charts to show comparative sizes of boys and girls.	Wetzel Grid-NEA. Service, Inc. 1200 W. Third St., Cleveland, Ohio.

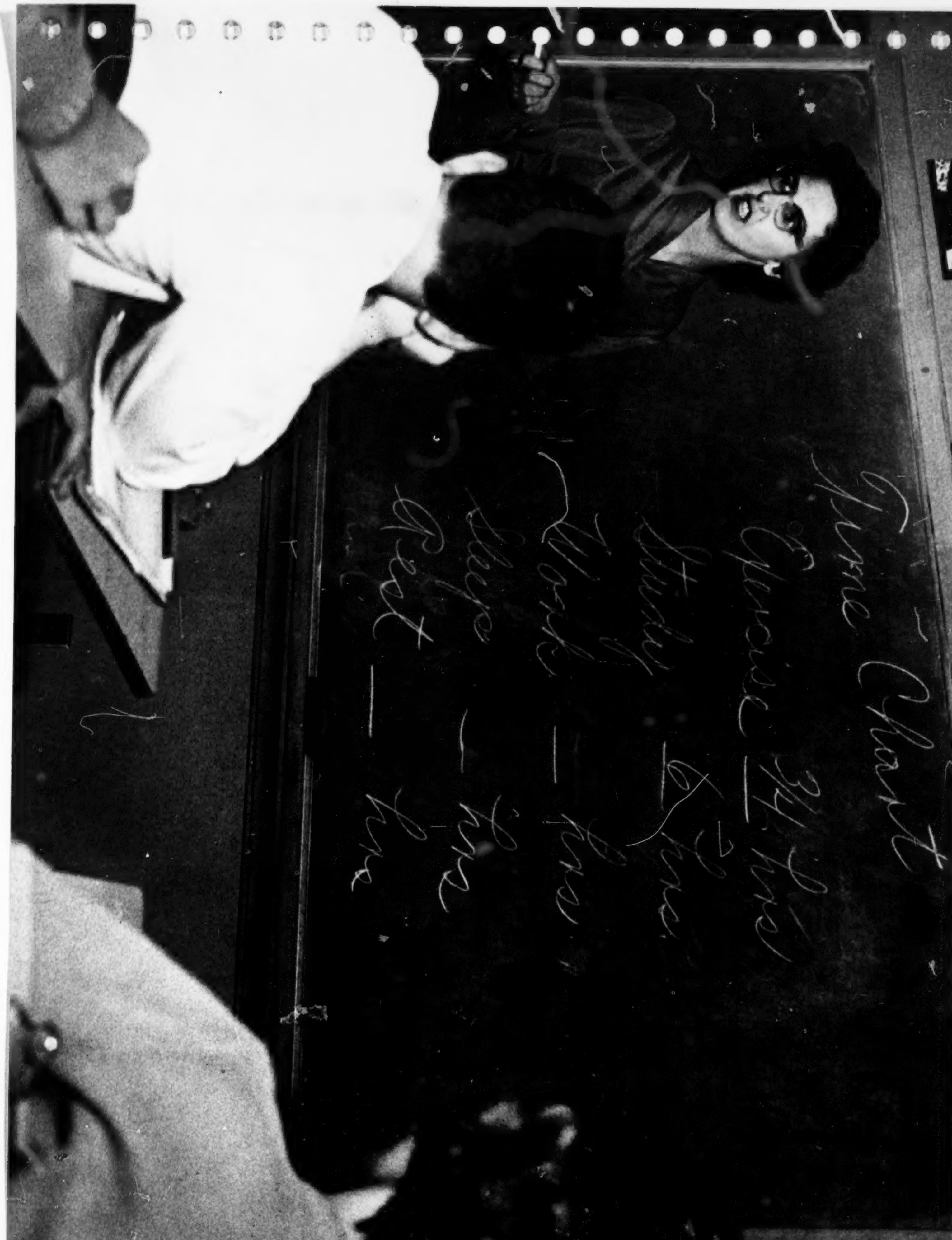
DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
2. Understand the factors that affect growth and physical fitness: exercise, rest, recreation, sleep, nutrition, freedom from defects, freedom from emotional tensions.	2. Have class keep a record of their food intake for one day and have them judge the adequacy of this diet. Divide class for panel discussions on topic, "Health Habits that Promote Good and Poor Health." Discuss and point out problems resulting from lack of rest.	Charts: *You're Growing Up* Scott, Foresman & Co. Text: Grout, Ruth E., *Health Teaching in Schools.* W. B. Saunders Co.
3. Practice health habits that will promote optimum growth and physical fitness.	View films *NOTE TO TEACHERS:* Although in most cases film producers are associated with film titles in this publication, a large percent of the films listed are available through the State Department of Public Health, Springfield or Audio-Visual Centers at various colleges and universities.	Pamphlets: Prudential Life Insurance Co. (on grooming) Physical Growth Record for Boys (and for Girls) Joint Committee on Health Problems in Education NEA-AMA.
4. Understand the changes that take place during adolescence.		Film: *As Boys Grow; Molly Grows Up* State Health Department, Springfield, Illinois.
Grade 8		
1. Understand and accept own physique.	1. Promote examinations of students own individual growth chart to determine their own growth pattern and physique. Show movie on subject of puberty and have question period, (to the discretion of the teacher whether to segregate boys and girls for question period.)	Pamphlet: *Problems of Teenagers,* No. 234, Public Affairs Pamphlets. Irwin, Leslie W. and others, *Methods and Materials in School Health Education.* Mosby Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	Discuss topics on how and why individuals differ such as: a. rate of growth b. physique c. size	Schneider, Robert E., *Methods and Materials of Health Education.* Philadelphia: W. B. Saunders Co.
Grade 9		
1. Understand the complexity of growth, (concept of cell, tissue, organs).	1. View film: *From One Cell* Discuss.	Films: *From One Cell,* American Cancer Society, Contact County Chapter Health Education Chairman.
2. Gain an understanding of body processes: a. skeletal system b. nervous system c. endocrine system d. circulatory system e. excretory system f. reproductive system g. digestive system h. musculature system.	2. With the help of teaching aids, explain the functions of the organs and the various body systems. Discuss how they operate both independently and as a unit. 3. Discuss reasons for extremes in growth. Review inheritance of characteristics in man.	*Heredity and Prenatal Development.* McGraw-Hill Book Company. *Human Growth,* University of Oregon. *Endocrine Glands,* EBF. *Nervous System,* EBF. *Heart and Circulation,* EBF. *Mechanism of Breathing,* EBF. *Nose, Throat, Ears,* McGraw-Hill Book Company.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
		Your Ears, Young America Films.
		Your Eyes, Young America Films.
		Digestion of Food, EBF.
		Alimentary Tract, EBF.

Bibliography

1. Grout, Ruth E., *Health Teaching in Schools*, Philadelphia: W. B. Saunders Company, 1953.
2. Irwin, Leslie W., Humphrey, James and Johnson, Warren R., *Methods and Materials in School Health Education*, St. Louis: C. V. Mosby Company, 1956.
3. Schneider, Robert E., *Methods and Materials of Health Education*, Philadelphia: W. B. Saunders Company, 1958.



BODY CARE AND GROOMING — Grades 7-9

BLANK PAGE

Unit II

BODY CARE AND GROOMING (Grades 7-8-9)

INTRODUCTION

Grooming and personal appearance are of great importance to teenagers. They know that these factors are closely related to their social acceptance in their peer group. We can help them understand that good grooming and body care generate self-confidence and have positive mental health values.

Grade 7

COMPETENCIES

1. To understand the importance of keeping hair well groomed and the problems that affect hair and scalp.
2. To understand that adequate sleep, exercise, and nutrition influence health as well as appearance.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Know what keeps the hair healthy and attractive. Understand problems that adversely affect hair and scalp and what causes them. Understand loss of hair may be due to many factors.	1. Discuss advertised claims of hair and skin products, including shampoos, home permanents, hair conditioners. (May have bulletin board devoted to the above.) 2. Keep a time chart for one week of activities including hours spent studying, working, sleeping, and physical exercise. Discuss importance of a well-balanced routine for rest, exercise, study, work, sleep. Emphasize individual differences.	Texts: Diehl, Harold S. and Laton, Anita D., *Health and Safety For You*, McGraw-Hill Co. Williams, Dorothea M., *Building Health*, J. B. Lippincott Co. Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety*, Harcourt, Brace Co. Meredith, Florence L., and others *Health and Fitness*. D. C. Heath Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
	Discuss sources of authentic information about products for grooming.	Shacter, Helen and others, *You're Growing Up,* Scott, Foresman & Co. Jones, Evelyn G., *Enjoying Health* J. B. Lippincott Co. Otto, James H. and others. *Modern Health,* Henry Holt and Co. Films: *Good Food, Good Health, Good Looks,* Loan, Modern Talking Picture Service. *Body Care and Grooming,* State Department of Public Health.
Grade 8		
COMPETENCIES		
1. To gain an understanding of structure and care of the skin as well as causes of skin problems.		
2. To understand the why and how of proper foot care and selection of shoes.		

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
1. Understand structure and function of the skin.	1. Draw diagrams showing the structure of the skin. Discuss the pros and cons of sun tan lotions in relation to the effect of the sun's rays on the skin.	Clemensen, Jessie W. and others, *Your Health and Safety*, Harcourt Brace Co. Williams, Dorothea M., *Building Health*, J. B. Lippincott Co.
2. Know how to care for skin and understand cosmetics and their use.	2. Discuss how to prevent common skin problems, causes of excessive perspiration, etc.	Meredith, Florence L. and others, *Health and Fitness*, D. C. Heath Co.
3. Learn to recognize common skin disorders, their causes, prevention and treatment. (blisters, corns, calluses, acne, impetigo, freckles, etc.)	3. Discuss how one can change undesirable habits. View the film "The Owl and Fred Jones." Discuss. Relate to grooming. Have students evaluate claims made in cosmetic advertisements, soaps, deodorants. View the film, *Body Care and Grooming*.	Diehl, Harold S. and Laton, Anita D., *Health and Safety For You*, McGraw-Hill Co. Booklet: *The Wonderful Human Machine*, American Medical Association.
4. Know the structure of the feet and that shoes should be comfortable and well fitted.	4. Have students examine the heels and soles of their shoes to see how they carry their weight in walking. Discuss properly fitting shoes and their care. Have the nurse talk about the importance of medical help for feet abnormalities.	Pamphlets: *Cosmetic Facts and Fancies*, American Medical Association. *Guide to Good Grooming*, Science Research Associates. Films: *The Owl and Fred Jones*, Equitable Life Assurance Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES

Grade 8 (Cont'd)

Pamphlets:
Foot Health Exercises, National Foot Health Council.

Feet First for Life Long Health, American Foot Care Institute.

Your Feet Can Last a Lifetime, American Medical Association.

Grade 9

COMPETENCIES

1. To gain understanding of good posture.
2. To understand causes and effects of poor posture, maintenance and improvement of own posture and good body mechanics. (This implies a study of muscular and skeletal systems.)

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
1. Understand the function of the skeletal and muscular systems.	1. Study skeleton (bone) and manikin (muscles).	Diehl, Harold S. and Laton, Anita D. *Health and Safety For You,* McGraw-Hill Co.
2. Understand good posture is that position in which all organs and other body parts are held in proper relationship without sagging or strain.	2. Have a group of students discuss the question, "is good posture inherited or developed?" Discuss the relationship between attitude and posture.	Meredith, Florence L. and others, *Health and Fitness,* D. C. Heath Co. William, Dorothea, *Building Health,* J. B. Lippincott Co.
3. Understand some known causes of poor posture. a. Over-fatigue b. Malnutrition c. Lack of exercise d. Physical deformities and defects e. Improperly fitted shoes f. Tight clothing g. Diseases (rickets, arthritis, rheumatism) h. Emotional problems i. Obesity	3. Prepare a list of things done daily that contribute to good sitting or standing posture and also mention things done that contribute to poor posture.	Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety,* Harcourt, Brace Co. Pamphlets: *Wonder Stories of the Human Body—The Framework,* American Medical Association. *Wonder Stories of the Human Body—The Running Gear,* American Medical Association. *Your Posture is Showing,* American Medical Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
4. Understand probable effects of poor posture. a. Poor muscle tone b. Physical deformities c. Foot strain d. Poor appearance e. Emotional and social problems	4. In physical education or health classes have an alignograph study made.	Films: *Improving Your Posture*, Coronet. *Posture Habits*, State Department of Public Health. *Posture and Personality*, Social Science Films. Book: Kelly, Ellen Davis, *Teaching Posture and Body Mechanics*, A. S. Barnes Co.
5. Understand how good posture is maintained and improved. a. Diet b. Exercise c. Rest and sleep d. Properly fitted shoes and clothing e. Keeping body free from disease and infection	5. In class have a foot study made.	Films: *Posture and Exercise*, AAHPER Film Sales. *Care of the Feet*, State Department of Public Health.
6. Understand good posture improves appearance, self-confidence, and attractiveness.	6. Prepare a booklet on improvement of individual posture deviations and include corrective exercises when needed.	*Posture Habits*, State Department of Public Health.

Bibliography

1. Clemensens, Jessie W. and LaPorte, William Ralph. *Your Health and Safety.* New York: Harcourt, Brace & World, Inc., 1946

2. Diehl, Harold S. and Laton, Anita D., *Health and Safety for You.* New York: McGraw-Hill Book Co., Inc., 1957.

3. Jones, Evelyn G., *Enjoying Health.* Philadelphia: J. B. Lippincott Company, 1959.

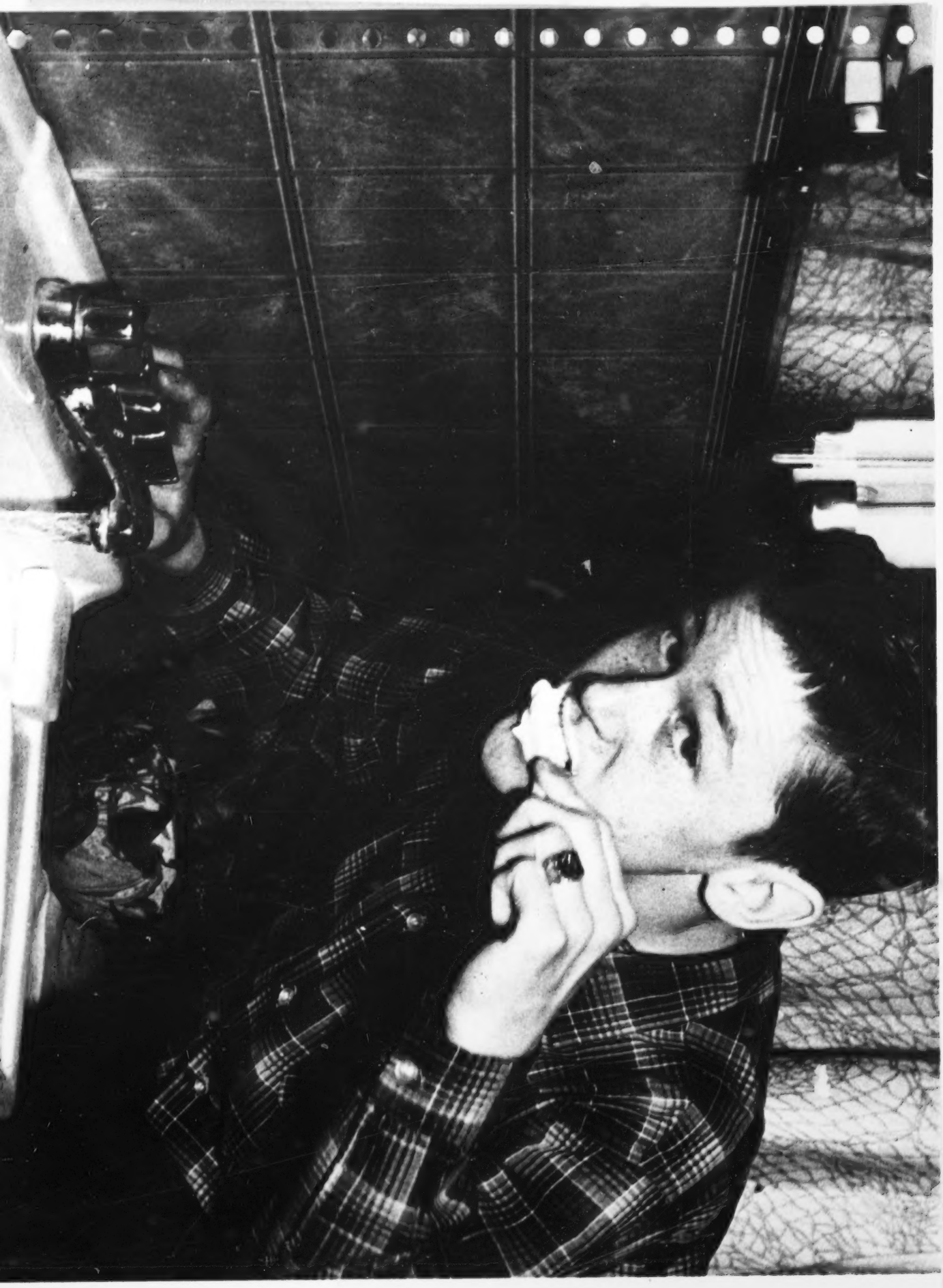
4. Kelly, Ellen Davis. *Teaching Posture and Body Mechanics.* New York: A. S. Barnes Company, 1949.

5. Meredith, Florence L., Irwin, Leslie W. and Staton, Wesley M. *Health and Fitness.* Boston: D. C. Heath Company, 1957.

6. Otto, James H., Julian, Cloyd J. and Tether, J. Edward, *Modern Health.* New York: Henry Holt and Company, 1959.

7. Shacter, Helen; Jenkins, Gladys Gardner and Bauer, W. W., *You're Growing Up.* Chicago: Scott, Foresman and Company, 1954.

8. Williams, Dorothea M., *Building Health.* Philadelphia: J. B. Lippincott Company, 1956.



DENTAL HEALTH EDUCATION — Grades 7-9

Unit III

DENTAL HEALTH EDUCATION (Grades 7-8-9)

INTRODUCTION

Dental caries still exist as the leading defect among school age children. Improved dental health measures can insure freedom from or reduction of dental problems, savings of time and money as well as improved appearance and health.

Grade 7

COMPETENCIES

1. To understand that dental decay can be reduced or prevented in many cases.
2. To practice dental health measures that will bring freedom from dental discomfort, reduce time and money spent on dental corrections and improve health and appearance.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Realize that knowledge and attitude are basic to the development of good dental health practices.	1. Learn the relationship between diet and dental health.	Diet Charts: National Dairy Council. Film: *Come Clean*, State Department of Public Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
	Discuss some causes of tooth decay such as: a. Amount of acid produced b. Length of time the acid remains in contact with the teeth c. Presence of fermentable carbohydrates d. Susceptibility of teeth to decay e. Quantity and chemical make-up of saliva Discuss the prevention of tooth decay. a. Diet low in sugar and other carbohydrates b. Brushing teeth or rinsing mouth after eating to reduce acids c. Value of fluorides in preventing tooth decay d. Getting correction of existing decay, dental cleaning and correction of malocclusion.	Films: *Dental Health How and Why*, State Department of Public Health. *Save Those Teeth*, State Department of Public Health. Pamphlets: *Home Care of the Mouth*, American Dental Association. *Toothbrushing*, American Dental Association.
2. Develop good dental health practices	2. Demonstrate and explain proper brushing of teeth.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
3. Understand the facts about dental decay and how it can be reduced or prevented. a. Use of fluorides b. Reduction of sweets c. Keeping teeth clean what, when, how d. Having regular program of professional care	3. Discuss: a. Danger of injury to teeth b. Effects of fluoride c. How teeth grow and develop d. Shape and structure primary and secondary teeth e. Per capita candy consumption in your community. f. Prevalence of tooth decay among school age children. g. Advantages of fluoridated water in a community. (Be sure to give specific facts. h. Intelligent eating, the importance of prompt cleaning of teeth, and regular dental care in prevention of tooth decay. i. Experiments using fluoride applications and inquire into the possibilities of getting such a program in your school. j. Results of fluoridation programs.	Film: *The Case of the Missing Tooth*, American Dental Association. Pamphlets: *Fluoride Helps Prevent Tooth Decay*, American Dental Association. *The Teens and the Teeth*, National Dairy Council. *Toothbrushing*, American Dental Association. *Food and Care for Dental Health*, National Dairy Council. *Diet and Dental Health*, American Dental Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8		
1. Understand what happens if tooth decay is neglected a. toothache b. abcess c. irritation of soft tissue by rough edges of decayed tooth d. great expense e. loss of teeth	1. Study ways good dental health can affect your social well-being by preventing: a. malocclusion b. gingivitis or gum infections c. halitosis d. caries or dental decay e. broken or irregular teeth f. discolored teeth g. loss of teeth Study preventive costs as compared to remedial dental work. Study causes of dental decay. Study the causes of other oral diseases.	Films: *Teeth—Their Structure and Care* *Judy's Smile* *Dental Health* *How and Why* *Laurie Learns a Secret* *Matter of Choice* *Dental Health Education,* Division of Dental Health Education, American Dental Association. *It's Your Health,* State Department of Public Health. *Save Those Teeth,* State Department of Public Health. *They're Your Teeth,* National Dairy Council. Teacher's Guide: Miller and Miller, *Good Health,* W. B. Saunders Co.
2. Understand problems of irregular teeth: a. why do some students have them? b. can irregularity of teeth be prevented or corrected?		

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
3. Understand personal responsibilities and how the dentist can help one have attractive, healthy teeth and gums.	3. Discuss why some children have broken, discolored, or irregular teeth and others do not. Also discuss corrective measures to be taken in these cases. Define such words as: a. halitosis b. malocclusion c. gingivitis d. periodontal disease Study the causes of these oral diseases. Discuss sugars and what effects they have on teeth. Pupils keep list of sugars in diet for one week. List on the blackboard the advantages of having good teeth.	*Dental Health Facts For Teachers,* American Dental Association. General Classroom Textbook: *Improving Your Health,* Oliver E. Byrd, Edwina Jones, Paul E. Landis, and Edna Morgan; Laidlaw Brothers. Pamphlets: *Fluoride Helps Prevent Tooth Decay,* American Dental Association. Teacher's Guide: *Uses of Fluoride,* American Dental Association. *Your Guide to Dental Health,* Am. Dental Association. *Diet and Dental Health,* American Dental Association. Books: Nicoll, James S. and others, *Your Health Today and Tomorrow,* Laidlaw Brothers. *Food and Care for Dental Health,* National Dairy Council.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9		
1. Understand why some people fail to get dental care and how personal, family and community dental problems can be solved.	1. Look up statistics on prevalence of tal decay. Conduct a brief review of fluoridated water as a means of solving community dental problems. Also discuss other methods of solving these problems.	Local dentists. Films from American Dental Assoc., Chicago — *Science Fights Tooth Decay; Matter of Choice* and *Case of Missing Tooth.* Pamphlet: *How Teeth Grow,* National Dairy Council. Films: *Dental Health — How and Why; Drop in the Bucket; Fluoridation; Our Teeth,* State Department of Public Health. References for Teacher: Books: Haag, Jessie H., *School Health Programs,* Henry Holt Co.; Miller and Miller, *Good Health,* W. B. Saunders Co. Posters: *3 Cheers for the Big Smile,* National Dairy Council. Pamphlet: *A Career in Health,* Public Affairs Pamphlets.
2. Recognize importance of attractive teeth and good oral hygiene in social acceptance and getting a job.	2. Collect advertisements for dentifrices, and review critically TV commercials showing social advantages of good oral hygiene. 3. Study career opportunities available for dentists in private practice or in public health. Study career opportunities in auxiliary fields as a hygienist, technician, research assistant, manufacture and sale of dental supplies and equipment. Study the *"Occupational Outlook Handbook."*	

Bibliography

1. Haag, Jesse Helen. *School Health Program.* New York: Henry Holt and Company, 1958.

2. Nicoll, James S., Foster, Julia and Bolton, William. *Your Health Today and Tomorrow.* Forest Park, Illinois: Laidlaw Brothers, Inc., 1959.

HAKE SURE
E IS VISIBLE

NUTRITION (Grades 7-8-9)

INTRODUCTION

Food habits surveys have disclosed that junior high school students often have inadequate diets. The problem of obesity is increasing. Deficiencies in calcium, iron, and protein occur more frequently in girls than in boys, ages 13 to 16.

Grade 7

COMPETENCIES

1. To gain sensible understandings about relationships between food intake, weight control, appearance and growth.
2. To understand relationship between high sugar diet and dental decay.
3. To increase knowledge of good nutrition and to understand that good eating habits are one health factor that the individual controls.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understand that certain foods provide essential daily needs.	1. Read from text assignments and other materials provided by teacher. Find and read one good reference on your own from school library. Discuss and plan a day's menu using the four Basic Food Groups and calorie charts. Make a chart or poster listing necessary nutrients.	Williams, Dorothea M., *Building Health,* J. B. Lippincott Co. Clemensen, Jessie W. and La-Porte, William Ralph, *Your Health and Safety,* Harcourt, Brace Co. Meredith, Florence L. and others, *Health and Fitness,* D. C. Heath Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
Appreciate the wide variety of choices supplying nutrients in various food groups.	Bulletin Board: *Snacks for Food Value* Have students make a list of foods they feel they should learn to like. Report progress at a later date.	Diehl, Harold S. and Laton, Anita D., *Health and Safety for You*, McGraw-Hill Co. Meredith, Florence L. and others *Health and Fitness*, D. C. Heath Co. Pattison, Mattie and others, *Teaching Nutrition*, Iowa State College Press. Williams, Dorothea M., *Building Health*, J. B. Lippincott Co. Ahern, Nell Giles, *Teen-Age Living*, Houghton Mifflin Co. Pamphlets: *Weight Control*, Metropolitan Life Insurance Co. *What to Eat and Why*, John Hancock Mutual Life Insurance Co.
2. Realize that the body grows and puts on weight only by using food, and that abnormal weight is almost always related to food intake rather than poor functioning of glands and digestive system.	2. Find average weight from height and weight chart and compare with own weight. Study own growth chart if available.	
3. Know that daily caloric intake should depend upon height, weight, age, and activity.	3. Make a diagram of a family tree going back as far as possible showing heights and weights of members as young adults and at middle age.	
4. Understand that weight affects appearance, self-confidence, relationships with others, and health.	Keep a record of beverages consumed for a three-day period. Evaluate.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
5. Understand that dental caries or tooth decay is caused by the action of mouth bacteria on sugar and other fermentable carbohydrates.	5. Ask a doctor, school nurse, or nutritionist to talk about diets in relation to weight control, appearance, and growth. Interview a home economics teacher on how diet relates to appearance and report to class. Discuss extradietary fluorides in preventing tooth decay. a. Fluoridated water supplies b. Topical fluoride application Discuss chewing, particularly bubble gum, in relation to tooth decay. Debate—Topic: "Should Soft Drink and Candy Machines Remain in Schools?" Exhibit snack foods that are low in sugar and high in protective elements as well as foods that increase dental decay. Have a survey of favorite snack foods. Determine *when* and *why* these foods are eaten and whether or not better choices could be made when considering the total food intake for the day.	

Grade 8

COMPETENCIES

1. Realize the dangers of not having a variety of foods to insure adequate intake of vitamins, minerals, and proteins in the diet.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Realize the advantages of having a variety of foods to insure adequate intake of vitamins, minerals, and proteins in the diet.	1. Study diets of people in other countries (China, India, African, Negro, Eskimo) World Health Organization News Letters and pamphlets. Some special reports on magazine articles listed under "Resources." Do a three-day diet survey of groups. Evaluate. Chart results.	Diehl, Harold S. and Laton, Anita D., *Health and Safety for You,* McGraw-Hill Co. Meredith, Florence L. and others, *Health and Fitness,* D. C. Heath Co. Clemensen, Jessie W. and LaPorte, William Ralph, *Your Health and Safety,* Harcourt, Brace Co. Williams, Dorothea M., *Building Health,* J. B. Lippincott Co.
2. Understand that an insufficient amount of vitamins, minerals, and proteins cause malnutrition.	2. Discuss briefly evidences of nutritional inadequacy: a. Mid-morning energy lag b. Poor complexion c. General lack of pep d. Little resistance to infection. Have students take a survey in homerooms of what other students have eaten for lunch or breakfast, and evaluate the results of the survey.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
3. Understand that taking vitamins is unnecessary for the healthy person and is often a waste of money if one has a well-balanced diet.	3. Bulletin Board: *What Did You Have For Lunch?* (Have pictures of main dish luncheon suggestion.) Prepare a menu for yourself for one week including three meals per day plus snacks and check with Basic 4 and Calorie Charts to determine adequacy of diet.	Pamphlets: *Nutrition*—Metropolitan Life Insurance Company. *Food Facts and Fun*, Wheat Flour Institute. *What Did You Eat Today*, American Institute of Baking.
4. Realize that a lack of vitamins or minerals may lead to improper growth in childhood and poor health throughout life.	4. Read text assignments and other assigned materials. Evaluate speciai reducing fad diets from newspaper and popular magazines—compare them with Basic 4 and Calorie Charts.	
5. Understand the process of digestion.	5. Study model of the human body (relationship of digestive organs to other abdominal organs).	Models and charts of human body

Grade 9

COMPETENCIES

1. To learn to distinguish the difference between protective foods and empty calories; avoid food fads.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understand that the Basic 4 includes protective foods.	1. Make a collection of food fads. Discover what essential nutrients are omitted. Plan and carry out an apple (or other fruit or vegetable concession) at ball games or at recess. Bulletin Board: *Food Fads* Show how food prejudices, fads, and fallacies might influence good nutrition and health. Evaluate personal and family members food habits to determine whether they are affecting family nutrition.	Clemensen, Jessie W. and LaPorte, William Ralph, *Your Health and Safety*, Harcourt, Brace Co. Williams, Dorothea M., *Building Health*, J. B. Lippincott Co. Diehl, Harold S. and Laton, Anita D., *Health and Safety for You*, McGraw-Hill Co. *Good Health for Better Living*, Lones, Morgan, and Landis, Laidlaw Brothers. *Waistlines*, John Hancock Life Insurance Co. *Eat Right to Win*, Swift & Co. *Eat to Live*, Wheat Flour Institute.
2. Realize that there are many food fads and how to distinguish them. (None has a scientific basis.)	2. Have a group of students prepare and present a skit on "Misleading TV Commercials Concerning Foods, Beverages, Digestion, etc."	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
3. Understand food and diet fads are those which may keep you from getting enough of all the needed nutrients and may harm your health.	3. Discuss some of the common food fads and fallacies and know why they are considered as such. a. No-breakfast fad b. Raw-food fad c. Vegetarian fadists d. Taking vitamins e. Food combination fallacies f. Misleading information about some enriched and fortified foods g. Weight reducing fads.	*Choose Your Calories Wisely*, Kellogg Company. *Tips For Teens*, National Live Stock and Meat Board.
4. Understand how to make modifications in diets when needed.	4. Figure the number of calories you need in a day. Discuss some of the immediate observable results of good nutrition such as appearance, endurance, mental attitudes, alertness, fewer medical bills, etc. Read the text and other assigned materials. Find references on importance of diet on personal appearance. Discuss content of references found to see if they conform with your knowledge of nutrition. Evaluate liquid, 900-calorie diet.	Teacher will provide resource material for this assignment.

Bibliography

1. Ahern, Nell Giles. *Teenage Living.* Boston: Houghton Mifflin Company, 1960.

2. Clemensens, Jessie W. and LaPorte, William Ralph. *Your Health and Safety.* New York: Harcourt, Brace & World, Inc., 1946.

3. Diehl, Harold S. and Laton, Anita D., *Health and Safety for You.* New York: McGraw-Hill Book Co., Inc., 1957.

4. Meredith, Florence L., Irwin, Leslie W., and Staton, Wesley M. *Health and Fitness.* Boston: D. C. Heath Company, 1957.

5. Pattison, Mattie, Barbour, Helen and Eppright, Ercel. *Teaching Nutrition.* Ames, Iowa: Iowa State College Press, 1957.

6. Williams, Dorothea M., *Building Health.* Philadelphia: J. B. Lippincott Company, 1956.

BLANK PAGE

Unit V

MENTAL HEALTH (Grades 7-8-9)

INTRODUCTION

Rapid growth takes place during adolescence. The early adolescent needs help in cutting the apron strings and striking out on his own. He must learn to relate adequately to parents, teachers, organizations, and peer groups. He needs help in building values and in making decisions, particularly as they affect sex behavior, drinking, smoking, and deviate behavior.

There is evidence of social and emotional maladjustment among some teenagers as indicated by the rise in drug addiction, juvenile crimes, and illegitimate pregnancies, particularly in those under fifteen years of age. Suicide ranks third in causes of death among teenagers. Junior high school students need help in meeting the growing complexities of society. The school can supplement what parents are trying to do in helping children attain adulthood, and often can do this more objectively.

Grade 7

COMPETENCIES

1. To develop sound mental health.
2. To understand the relationship of mental health to physical health and success in school.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
1. Learn to make satisfactory adjustments to peer groups, lessening dependence, wise decision making, and mobilizing own abilities.	1. Consider different definitions of mental health. Discuss factors concerned in making wise decisions regarding problems of home, school, and community. Survey opinions on the concept of "mental health". Develop or choose a suitable one. Conduct a buzz session on topics such as: a. Need for a curfew law b. Suitable types of entertainment for teens and pre-teens c. Acquisition of desirable recreational skills. d. Need to confide in parents' plans, disappointments, successes. e. Personal problems such as poor complexion, over or under weight, improper diet, slow growth that may be causes of concern of group. f. Reasons why some people are too shy, too bold, too fearful.	Meredith, Florence L. and others, *Health and Fitness*, D. C. Heath Co. Clemensen, Jessie W. and LaPorte, William Ralph, *Your Health and Safety*, Harcourt, Brace Co. Shacter, Helen and others, *Intc Your Teens*, Scott, Foresman & Co. Pamphlet sources: Illinois Association for Mental Health. Metropolitan Life Insurance Co. The Milk Foundation. National Association for Mental Health. Public Affairs Pamphlets. State Department of Public Health. Illinois Department of Mental Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
2. Understand that society has two standards for the adolescent—to live up to the adult world and the child world.	2. Interpret the meaning of peer groups. Analyze and describe "friendship". Realize that interests change—that all friendships do not endure. Cite reasons. Discuss—Why Do I Act as I Do? Growing up brings new feelings. Friendships change—building new friendships. Handling self conscious feelings, anger, and fear of failure.	Folder: *How is Your Mental Health,* Health Publications Insurance, Inc. Pamphlets: *Pre-Adolescents — What Makes Them Tick?,* Child Study Association of America. *Coming of Age: Problems of Teen-Agers,* Public Affairs Pamphlets. Film: *Your Body During Adolescence,* and *Human Growth,* State Department of Public Health.
3. Learn proper and improper ways of lessening dependence upon parents, friends, and other associates.	3. Discuss the meaning of the phrase, "tied to his mother's apron strings", and its implications for your age group. List areas in which children feel that their parents do not understand them. (Teacher selects for discussion from this list items that appear most frequently.)	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
4. Gain a more realistic understanding of oneself: abilities, talents, special interests, limitations.	4. Develop a checklist and have pupils rate themselves on what they believe to be their special interests, abilities, talents and limitations. Have them ask a friend and a family member to rate them also. Discuss and work out cooperatively an acceptable plan for developing good study habits within the capabilities of a seventh grader.	
5. Appreciate reasons for the expectations of adults and children toward acceptable behavior of 12- and 13-year olds.	5. Discuss the desirability of having friends of many kinds, of different ages, of both sexes. Have a round table discussion concerning such topics as: a. problems concerned with adapting to new physsologic l changes. b. How should parents chaperone their entertainment and what type of entertainment is suitable for seventh graders? c. Do you think that your parents take interest in your school and outside activities? d. Have a co-ed panel discussion on the topic: "Likes and Dislikes of Teenagers."	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
6. Realize that such qualities as honesty, reliability, cooperation, kindness, and tolerance, are "pearls without price."	6. List on the blackboard desirable and undesirable personality traits; discuss.	
Grade 8		
1. Gain positive attitudes that will promote mental health through self-understanding and self-acceptance by learning to accept what cannot be changed and taking positive remedial action when warranted.	1. Discuss normal emotional development in normal stages of growth and development. Discuss maladapted types of behavior: fears, frustrations, conflicts, anxieties, "escape habits" (swearing, smoking, drinking, promiscuity, fast or reckless driving). Read and discuss pamphlets and articles pertaining to understanding oneself. Discuss good sportsmanship and consideration for others as factors in personality development. Cooperatively develop a personality rating scale and rate oneself and classmates on selected traits.	Films: *Don't Get Angry*, State Department of Public Health. *The Owl and Fred Jones*, Equitable Life Insurance Co. Jones, Evelyn G., *Enjoying Health*, J. B. Lippincott Co. Pamphlets: *Your Emotions and Overweight*, State Department of Public Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	Discuss ways to cultivate desirable personality traits. (Let students pick 2 or 3 traits they would like to work on and have them keep a chart as to their progress.)	*All About You,* Science Research Associates. *Emotional Illness,* American Medical Association.
2. Learn to understand oneself: a. Importance of emotional balance—understand ways to: control temper become interested in others learn to deal with feelings of uncertainity and of being left out express enthusiasm be unselfish be mannerly	2. Discuss the role of heredity and environment in personality development. Study and discuss the effect of physical health upon mental health and vice versa.	*Becoming a Person,* Hogg Foundation. *As Others See Us,* Joint Committee on Health Problems in Education, AMA-NEA. Division of Alcoholism, Illinois Department of Mental Health.
3. Learn to accept and adjust to own physical body a. General body build b. Features c. Color of eyes and hair d. Height	3. Determine methods of instigating remedial action if necessary regarding: teeth, skin, general appearance, weight, diet, attitudes toward family members, acceptance of responsibility, voice and language, fears and frustrations, and daydreaming.	Film: *Your Body During Adolescence,* State Department of Public Health. Folder: *How Is Your Mental Health,* Health Publications Insurance Inc.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	Discuss your own physical health. Does it have anything to do with your mental health and if so discuss the effect each has on the other.	
4. To take action, if necessary, regarding: a. Remedial health measures b. Poor personality traits c. Undesirable attitudes		
Grade 9		
1. Understand that the abuse of the use of alcohol and other harmful substances is an adjustment problem.	1. Gain an understanding of the underlying causes of alcohol addiction, complusive smoking, drug addiction and overeating. Obtain and discuss factual information on the effects of alcohol on physical and mental functions.	Diehl, Harold S. and Laton, Anita D., *Health and Safety For You*, McGraw-Hill Book Company, Inc. Otto, James H. and others, *Modern Health*, Henry Holt Co.
2. Understand that such emotions as anger, fear, jealousy and hate are present in all individuals and that learning to control them is a part of growing up.	2. List and discuss beneficial and harmful effects of uncontrolled emotions.	*Foundations of Alcohol and Narcotic Education*, Office of the Superintendent of Public Instruction, Springfield, Illinois.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
3. Realize that the ability to face reality and recognize one's own faults will help the teenager become a happier person.	3. Discuss sociograms.	Pamphlet sources: Illinois Society for Mental Health, Metropolitan Life Insurance Co. National Association for Mental Health. Public Affairs Pamphlets. State Department of Public Health.
4. Learn that behavior is caused by many different factors and that a mature person learns to control his own behavior.	4. Write a short essay on topics such as "How I Learned to Control My Temper", "How I Lost My Fear of Lightning", etc.	Films: *Mr. Finley's Feelings,* (Cartoon), Metropolitan Life Insurance Co. *Drug Addiction* State Department of Public Health.
5 Review the common emotions and recognize the extent of their existence in oneself.	5. Review ways we learn to handle our emotions. Describe friends or acquaintances (anonymously) who portray the kind of person who is liked and admired, and the kind who is generally not.	*Act Your Age,* Coronet. *Understanding Your Emotions,* Coronet.
6. Understand that emotional maturity does not just happen; that it must be achieved; that some people never grow up emotionally.	6. Describe someone who meets the ideal of an emotionally mature person. Develop a definite lesson plan to identify and to lessen some undesirable personality trait.	Pamphlets: *Facts About Narcotics,* Science Research Associates. *My Reflections,* National Dairy Council, Chicago, Illinois. *The Mind In Sickness and In Health,* John Hancock Mutual Life Insurance Co.
7. Gain respect for the opinions of others.		

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
8. Learn that a sense of humor will save many an emotional crisis.		*Emotions and Physical Health,* Metropolitan Life Insurance Co.
9. Realize that some types of daydreaming are beneficial; others harmful.	9. Discuss the fact that people can change, they can adjust, that they can within reason, become the kind of person they wish to be.	Filmstrip: *Alcohol and You* Parts I and II, State Department of Public Health.
10. Learn to do something constructive about usual personal faults in order to help one to be liked and admired.		Teacher's Reference: Haag, Jessie Helen, *School Health Program,* Henry Holt Co.
11. Understand the basis for real popularity. Learn that to follow the crowd may not always contribute to good personality development.	11. Formulate an acceptable definition of "happiness" according to your own ideals.	
12. Realize that no one is always happy—that life is usually as pleasant as one tries to make it.		
13. Understand why different parents have different standards and expectations for their children.		
14. Understand the need to live with normal stress.		
15. Understand the importance of seeking help when help is needed.		

Bibliography

1. Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety.* New York: Harcourt, Brace and World, Inc., 1946.

2. Diehl, Harold S. and Laton, Anita D., *Health and Safety For You.* New York: McGrow-Hill Book Company, Inc., 1957.

3. Haag, Jesse Helen. *School Health Program.* New York: Henry Holt and Company, 1958.

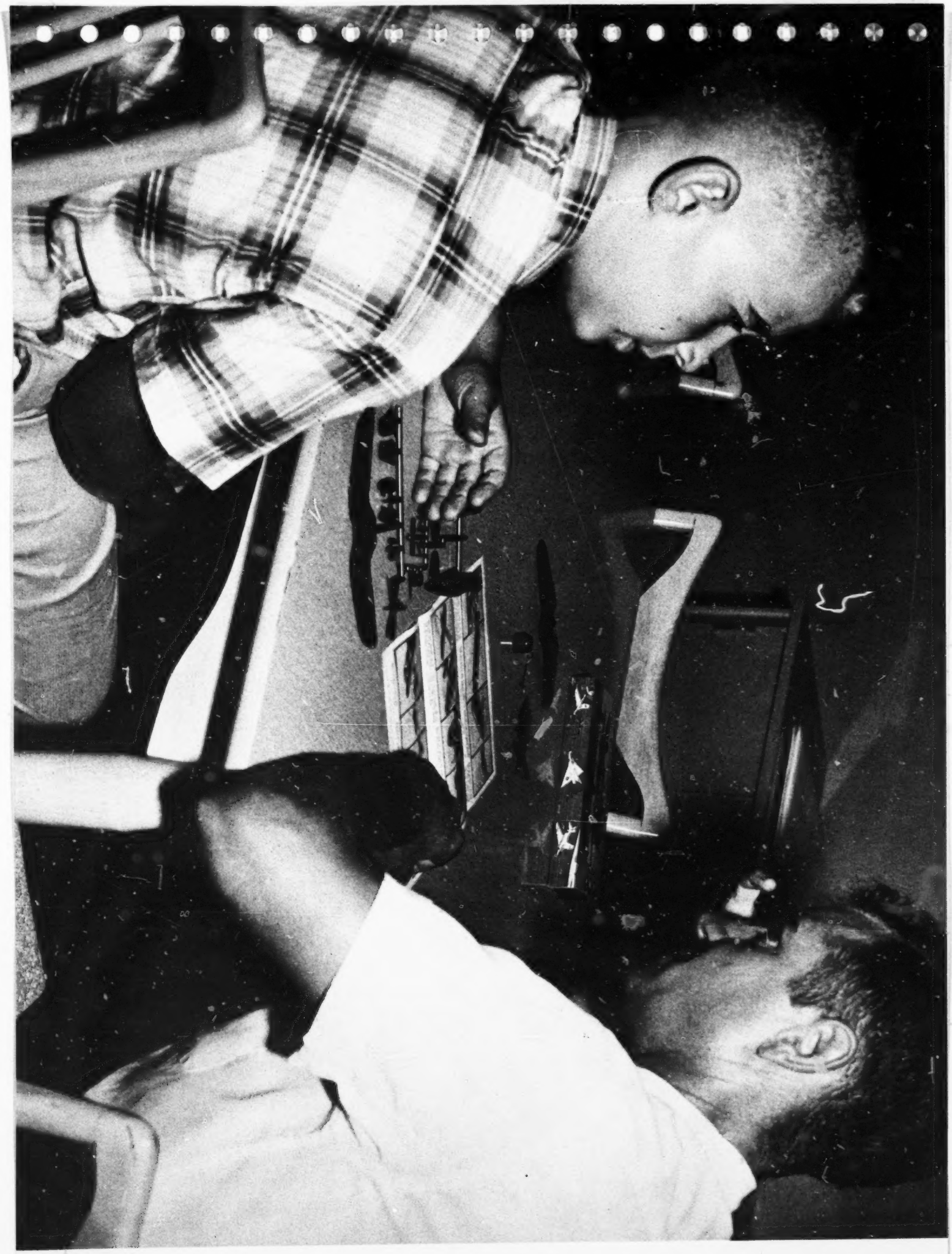
4. Jones, Evelyn G., *Enjoying Health.* Philadelphia: J. B. Lippincott Company, 1959.

5. Meredith, Florence L., Irwin, Leslie W., and Staton, Wesley M. *Health and Fitness.* Boston: D. C. Heath Company, 1957.

6. Otto, James H., Julian, Cloyd J., and Tether, J. Edward. *Modern Health.* New York: Henry Holt and Company, 1959.

7. Shacter, Helen, Jenkins, Gladys Gardner and Bauer, W. W. *Health and Personal Development.* Chicago: Scott, Foresman & Company, 1959.

8. Shacter, Helen, Jenkins, Gladys Gardner and Bauer, W. W. *Into Your Teens.* Chicago: Scott, Foresman & Company, 1954.



FAMILY LIVING — Grades 7-9

Unit VI

FAMILY LIVING (Grades 7-8-9)

INTRODUCTION

Changes in courtship, going steady at an earlier age, marrying earlier, and having families earlier are some of the changes in the social patterns of young people. In the United States, it is estimated that over one-half of the girls between the ages of 15 and 19 are or have been married. One in every four mothers bearing her first child is under 20 years of age. Kirkendall's studies show that there is a need for sex education during early adolescence.

The teenager in grades 7, 8, and 9 needs help in understanding human relations particularly as they relate to his own changing role from a dependent child in the family to a mature independent individual. The teenager should know and appreciate the many factors that are important in successful marriage and family living. Perhaps the schools can help strengthen families and reverse the social toll of broken homes, divorces, and juvenile delinquency.

Grade 7

COMPETENCIES

1. To help the teenager to understand human relationships, particularly as they relate to his own changing role from a dependent child in the family to a mature independent individual.
2. To help him understand and appreciate the many factors that are important in successful marriage and family living.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
1. Have an understanding and consideration for the welfare and happiness of all members of the family.	1. Read during "free reading period" then discuss in class: a. "You and Your Family" — Book Suggested Topics: (1) Importance of family members to each other (2) Respect rights and opinions of others. (3) Cooperation with your family; sharing household tasks (4) Compromising and sharing. (5) Providing for individual differences. (6) Providing a place for each individual (7) Living with television Make a bulletin board display. Show various family scenes and activities. Take a census of family hobbies enjoyed by members of the class and use as a basis for a hobby show.	Nicoll, James S. and others, *Your Health Today and Tomorrow,* Laidlaw Brothers, Inc. Moore, Bernice Milburn and Leahy, Dorothy M., *You and Your Family,* D. C. Heath Co. Clayton, Nanalee, *Young Living,* Chas. A. Bennett Co. Inc., Peoria, Illinois. *How To Increase Your Self Confidence,* Science Research Associates. Shacter, Helen and others, *Into Your Teens,* Scott, Foresman & Co. Baiter, et al, *Sharing Family Living,* J. B. Lippincott Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
	Write a report summarizing character traits one should possess to achieve success and happiness.	Biographies of outstanding people as Helen Keller, Brontes, Curies.
	Panel Discussion: What I Like About: (certain popular TV shows, for example) Robert Young in "Father Knows Best" Tom Ewell in "The Tom Ewell Show" Danny Thomas in "The Danny Thomas Show" Discuss family lives of famous people.	Current magazines, newspapers. Films: *Sibling Rivalries and Parents*, State Department of Public Health. *Sharing Work at Home*, Coronet. *Your Family*, Coronet.
	Prepare skits to emphasize sharing — "Give and Take", and what can be expected from each member of the family (at home, on a camping trip, etc.).	*Families First*, State Department of Public Health.
	Discuss possible conflict areas among children in a family.	*Friendship Begins at Home*, Coronet.
	Have a class prepare a consolidated list of worthwhile, long range family goals.	Book: Landis, Paul Henry and others, *Personal Adjustment, Marriage, and Family Living*, Prentice-Hall Inc.
	View film and discuss: a. "Your Family"	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)	Read and discuss ways the family can be drawn closer together: a. Hobbies b. Sports c. Vacations d. Picnics and outings e. Church and religion f. The evening meal g. Planning activities	Shacter, Helen. *Understanding Ourselves,* McKnight and McKnight Co. Pamphlets: *Normal Personality,* National Committee for Mental Hygiene.
2. Have an understanding of friendships: how they are made, and why they sometimes fail.	2. Read, discuss and write rules of good manners to practice at home and at school. Roundtables: Personality traits I admire in others. Growing up means enlarging one's circle of friends and acquaintances.	*A Healthy Personality for Your Child,* U.S. Department of Health, Education and Welfare.
Grade 8		
1. Have a knowledge of the role each individual plays in making decisions and in appreciation of the authority of parents. Appreciate the need for regulations and authority at each grade level.	1. Have a roundtable discussion on areas of decision-making for teenagers and accepting authority of parents gracefully. Make a list of qualities you admire in parents.	Nicoll, James S. and others, *Your Health Today and Tomorrow,* Laidlaw Brothers, Inc. Shacter, Helen and others, *You're Growing Up,* Scott, Foresman & Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)	Have a debate on the following: "In What Ways Do Teenagers Need Parents?" May give at PTA Discuss: Need for controls and laws for people, as well as for people in authority to enforce them. Learning begins at home. Read and discuss problems teenagers have with their parents and why parents make the decisions they do for their children.	Films: *Family Life*, Coronet. *Personal Problems of Adolescent Youth*, Audio-Visual Center, Eastern Illinois University, Charleston. *Meeting the Needs of Adolescents* Audio-Visual Center, Eastern Illinois University, Charleston. *Appreciating Our Parents*, Coronet.
2. Understand that responsibilities go along with freedom.	2. Make a list of standards to govern young people on the freedom given them. Discuss how too much freedom can be detrimental without any type of responsibility. View and discuss film, *Appreciating Our Parents*.	*Getting Along in the Family*, National Committee for Mental Hygiene. *Helping Brothers and Sisters to Get Along*, Science Research Associates. *How to Live With Parents*, Science Research Associates. National Forum Guidance Series, National Forum Inc., Chicago.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9		
1. Acquire more self-confidence in getting along with members of the opposite sex.	1. Read and discuss good manners for dating. List *Do's* and *Don'ts* for dating. List qualities of a good companion on a date. Have a panel discussion on what age to start dating. View film: Date Etiquette	Pamphlets: *Understanding Sex,* Science Research Associates. *Dating Days,* Science Research Associates. *Finding Yourself,* Joint Committee on Health Problems in Education, AMA-NEA. Films: *Date Etiquette,* Coronet.
2. Understand that certain factors are essential for establishment of a happy marriage and home; recognize the need of planning before marriage.	2. View films: *How Do You Know It's Love?* Discuss purpose of courtship. *Choosing Your Marriage Partner.* Discuss significant factors in happy marriage: a. Age differences—similarities in b. Family background c. Religion, race, and politics d. Anticipated income expenses e. Desire for children f. Goals	*Social Attitudes in Adolescence,* State Department of Public Health. *How Do You Know It's Love,* Coronet. *Choosing For Happiness,* McGraw-Hill Book Company. *Who's Right,* McGraw-Hill Book Company. *Dating: Do's and Don'ts,* University of Illinois.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
3. Understand the changes that take place in the body at adolescence. 4. Understand human reproduction.	3. View films: *Molly Grows Up; As Boys Grow* 4. Using films or charts covering the growth of the baby from conception to birth.	Books: Williams, Dorothea, *Building Health*, J. B. Lippincott Co. Kirkendall, L. A., *Understanding Sex*, Science Research Associates. Jenkins, Gladys Gardner, *Health and Safety For Teenagers*, Scott Foresman & Co. Bowyer, D. A., *For Youth To Know*, Laidlaw Brothers, Inc. Films: *Molly Grows Up; As Boys Grow*, and *The Story of Menstruation*, State Department of Public Health. Pamphlet: *You're A Young Lady Now*, Kimberly Clark Corp. *A Story About You*, Joint Committee on Health Problems In Education, AMA-NEA.

Bibliography

1. Jenkins, Gladys Gardner. *Health and Safety for Teenagers.* Chicago: Scott, Foresman & Company, 1962.

2. Landis, Paul Henry, Landis, Judson T. and Landis, Mary G. *Personal Adjustment, Marriage, and Family Living.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1960.

3. Moore, Bernice Milburn and Leahy, Dorothy M. *You and Your Family.* Boston: D. C. Heath Company, 1953.

4. Nicoll, James S., Foster, Julia and Bolton, William. *Your Health Today and Tomorrow.* Forest Park, Illinois: Laidlaw Brothers, Inc., 1959.

5. Shacter, Helen, Jenkins, Gladys Gardner and Bauer, W. W. *Into Your Teens.* Chicago: Scott, Foresman & Company, 1954.

6. Shacter, Helen. *Understanding Ourselves.* Bloomington, Illinois: McKnight and McKnight Company, 1952.

7. Shacter, Helen, Jenkins, Gladys Gardner and Bauer, W. W. *You're Growing Up.* Chicago: Scott, Foresman & Company, 1954.

8. Williams, Dorothea M., *Building Health.* Philadelphia: J. B. Lippincott Company, 1956.

FIRST AID, SAFETY, AND HOME CARE OF THE SICK — Grades 7-9

Unit VII FIRST AID, SAFETY, AND HOME CARE OF THE SICK (Grades 7-8-9)

INTRODUCTION

Physical awkwardness and lack of coordination, rather typical of this age group, may account for the proneness to injuries and accidents. Accidents constitute the leading cause of death in the teenage population. Safety education promotes a positive attitude toward accident prevention. Young people need to develop the ability to work and play using safe practices, as well as the ability to distinguish a safe environment from an unsafe one. First aid and care of the sick are important not only from the standpoint of saving lives and reducing debility but are also important to the national civil defense effort. Present world tensions have made them imperative.

Grade 7

COMPETENCIES

1. To learn to function effectively when an accident, sudden illness or a disaster occurs.
2. To recognize that accident prevention can save life, property and prevent injury.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understand limitations of first aid and the persons who render first aid.	1. Discuss the need for calmness and quick action in an emergency situation; general principles of administering first aid and know what not to do. View film, *First Aid*. Discuss. Write a summary on "What Can Be Done Justifiably" by a Person Competent to Administer First Aid.	Shacter, Helen and others, *You're Growing Up*, Scott, Foresman & Co. Film: *First Aid*, American National Red Cross.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
2. Understand when and how to give first aid in case of common emergencies: a. artificial respiration b. treatment for shock c. control of bleeding d. treatment for internal poisoning	2. Discuss and demonstrate on model: a. mouth-to-mouth artificial respiration, and arm lift method. b. how and when to use direct pressure on wound; how and when to use pressure points to control bleeding. c. how to recognize and treat for shock.	*Care of the Sick and Injured,* American National Red Cross. Chart: "First Aid for the Family", Metropolitan Life Insurance Co. Pamphlets: *First Aid,* Metropolitan Life Insurance Co. *Health and Fitness,* Meredith, Irwin and Staton, D. C. Heath Co. Films from teacher's manual for above book. Other films: *First Aid,* Encyclopedia Brittanica Films. *First Aid Fundamentals,* Coronet.
3. Know the tools and materials that should be in every First Aid Kit.	3. List first aid supplies that should be found in every home. First aid kits for automobiles. Show the film, "First Aid on the Spot."	
4. Realize that everyone should be prepared to give First Aid.	4. Review the importance of being prepared for emergencies such as fires, floods, tornadoes, hurricanes, earthquakes, nuclear warfare. List new words on chalkboard as asphyxiation, respirations, fallout, etc.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
5. Be aware of potential hazards of certain aspects of our environment.	5. Prepare special reports on first aid treatment for bone injuries, eye injuries, burns and scalds, sunstroke, etc. Develop bulletin board displays on causes of accidents.	
Grade 8		
1. Understand that safety is a matter of personal responsibility as well as protecting others in prevention of accidents.	1. Have committees gather statistics on causes of accidental deaths. Read Handbook for Emergencies. Discuss: a. family preparedness b. warning signals c. Conelrad instructions d. fallout protection e. community plans Have students make a survey of safety conditions in their own homes. Recommendations.	Pamphlet: *Handbook for Emergencies,* U.S. Government Printing Office. Pamphlets from National Safety Council, State Health Department Insurance Companies. *Highway Zoo,* National Safety Council. *Highway Hazards,* State Farm Mutual Insurance Co. *Home Hazard Hunt,* Center for Mass Communication.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd) 2. Learn to avoid unnecessary risks and hazards.	2. View filmstrips: Discuss: a. safety at home b. safety at school c. safety on the street d. bicycle safety Divide class into committees to make a survey of buildings and playgrounds to locate possible hazards i.e., dark stairs, weak handrails, fire hazards, broken equipment, etc. From above survey prepare list of recommendations for appropriate persons (principal, safety committee or other). Formulate specific suggestions to practice that will reduce possibility of accidents. Organize a Jr. Safety Committee or Council. Have a firedrill. Discuss rules for proper action. a. learn the sound of the firedrill alarm b. never stop to put on coats or to put things away c. learn what exit to use d. learn what to do if ordinary exit is blocked e. be prompt and orderly	*Heedless Horsepower,* Travelers Insurance Co. Film: *The ABC of Handtools,* General Motors, Detroit. Filmstrips available from Young America Films, New York; United World Films; and the University of Illinois Audio-Visual Center. Book: Otto, James H. and others, *Modern Health,* Henry Holt Co. Filmstrip: *First Aid Service,* McGraw-Hill Book Co. *Safety Education Magazine,* National Safety Council.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	Have disaster drill for tornado or bomb attack. Allow a free reading period on accident prevention. View and discuss films.	Film: *You Can Beat the A-Bomb*, State Department of Public Health.
3. Understand that carelessness is a sign of immaturity.	3. Put posters on the bulletin board showing how accidents can be prevented. Ex. pictures of toys on the stairs, etc. Discuss these in class. Ask the students if they can add to the list.	
4. Discuss emotional components of many accidents.		
Grade 9		
1. Understand the driver and his responsibilities in prevention of accidents in order to prepare for introduction to driver education.	1. View films: *We Drivers; Tomorrow's Drivers;* and *You Bet Your Life*. Discuss. Debate question "Are Teenage Drivers Dangerous Drivers?"	Jenkins, Gladys Gardner, *Health and Safety for Teenagers*, Scott, Foresman & Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)	Discuss: a. value of hand signals b. driving rules c. liabilities and responsibilities Discuss stopping and braking distance at various speeds—(i.e. the number of feet required to stop a vehicle traveling at 60 m.p.h.) If these distances are compared to well known concepts, such as the length of a football field, it becomes more meaningful to the pupil.	Clemensen, Jessie W. and La-Porte, William Ralph, *Your Health and Safety,* Harcourt, Brace Co. Other resources: Chicago Motor Club. Secretary of State. State or local police department. National Committee for Traffic Safety. National Committee on Safety Education. Insurance Companies.
2. Understand the characteristics of a good driver.	2. Read and discuss Safety for Drivers and Pedestrians. a. suggest ways that accidents can be prevented b. discuss relationship between emotional upsets and accidents c. list characteristics of a courteous driver Write to State Motor Vehicle Bureau for copies of driving rules and state laws concerning drivers. Study and discuss.	Otto, James H. and others, *Modern Health,* Henry Holt Co. Meredith, Florence L. and others *Health and Fitness,* D. C. Heath Co. Booklet: *Challenge for Safety Education,* Office of the Superintendent of Public Instruction, Springfield, Illinois.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
	Discuss: a. Parts of a car that should be checked periodically for safety. b. What is meant by "adjusting speed to condition?"	
	Discuss physical characteristics, skills and character traits of a good driver.	
	Read the assignment on the responsibilities of the driver.	
	View and discuss film.	Film: *Driving on the Highway,* University of Illinois.

Bibliography

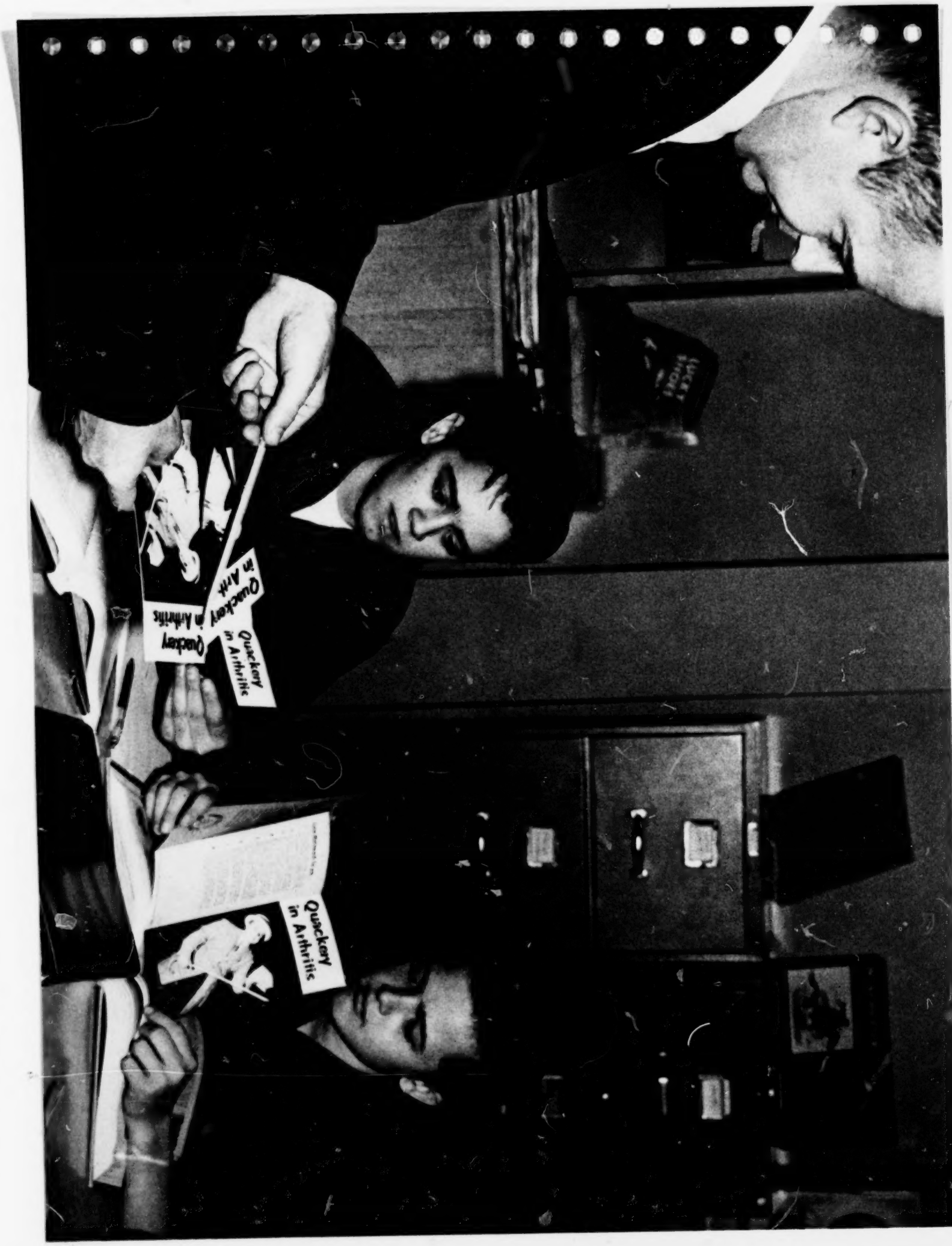
1. Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety.* New York: Harcourt, Brace & World, Inc., 1946.

2. Jenkins, Gladys Gardner. *Health and Safety for Teenagers.* Chicago: Scott, Foresman & Company, 1962.

3. Meredith, Florence L., Irwin, Leslie W. and Staton, Wesley M. *Health and Fitness.* Boston: D. C. Heath Co., 1957.

4. Otto, James H., Julian, Cloyd J. and Tether, J. Edward. *Modern Health.* New York: Henry Holt and Company, 1959.

5. Shacter, Helen; Jenkins, Gladys Gardner and Bauer, W. W. *You're Growing Up.* Chicago: Scott, Foresman & Company, 1954.



CONSUMER HEALTH — Grades 7-9

INTRODUCTION

Our present school age children are exposed to an undue amount of pressure through advertising by mass media. Television commercials and programs may include reliable as well as misleading information about health practices and products. Young people will find it useful to be able to distinguish between them. Students need to learn the hazards of self-diagnosis and self-medication, and how to seek medical and dental care.

Grade 7

COMPETENCIES

1. To learn how to secure competent medical, dental and other health services.
2. To learn to evaluate health products, services and facilities.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
1. Understand the importance of having a family physician and dentist.	1. Discuss how to choose a physician and dentist.	Pamphlets: *Home Sanitation,* Public Health Service.
2. Learn more about local community health and sanitation facilities.	2. Explore literature and list community health services. a. water purification b. sewage treatment c. garbage collection d. health education e. nursing f. immunization programs g. well-baby clinics h. T.B. case-finding Discuss individual responsibility for sewage treatment without community service.	*Clean Water Is Everybody's* Business, Public Health Service. *Safe Water,* U.S. Department of Health, Education & Welfare. Other pamphlets available from: American Medical Association 535 N. Dearborn St., Chicago 10, Ill.
3. Understand how to secure adequate medical and dental care. Know the hazards of inadequate care.	3. Discuss hazards of self-diagnosis and self medication. Review home medicine chest and list items it should contain for first aid. Discuss safe disposal of unused medicines. Evaluate TV commercials, newspaper and magazine advertising for drugs, health products, foods.	Films: *Choosing A Doctor,* McGraw-Hill Book Co. *Camp Sanitation,* National Motion Picture Co., West Main St., Morrisville, Indiana. *Environmental Sanitation,* Institute of Inter-American Affairs.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8		
1. Gain a knowledge of the role of general practitioner and the specialist in the fields of medicine, dentistry, and related health services.	1. List medical specialists in community using yellow pages of the phone directory. Discuss medical, dental and hospital services and facilities in the community. Discuss unmet needs.	Films: Institute of Visual Communication *Going Our Way*, Parke Davis. *Triumph Without Drums*, Teaching Film Custodians, Inc. *Consumer Protection*, Coronet. Pamphlets: *Health Heroes Series*, Metropolitan Life Insurance Co. The Borden Company Pamphlets. Health Information Foundation Pamphlets. Public Affairs Pamphlets.
2. Increase knowledge of local, state and federal public agencies and their responsibilities.	2. Review statistics on present hospital use compared to 10, 20, or 30 years ago.	

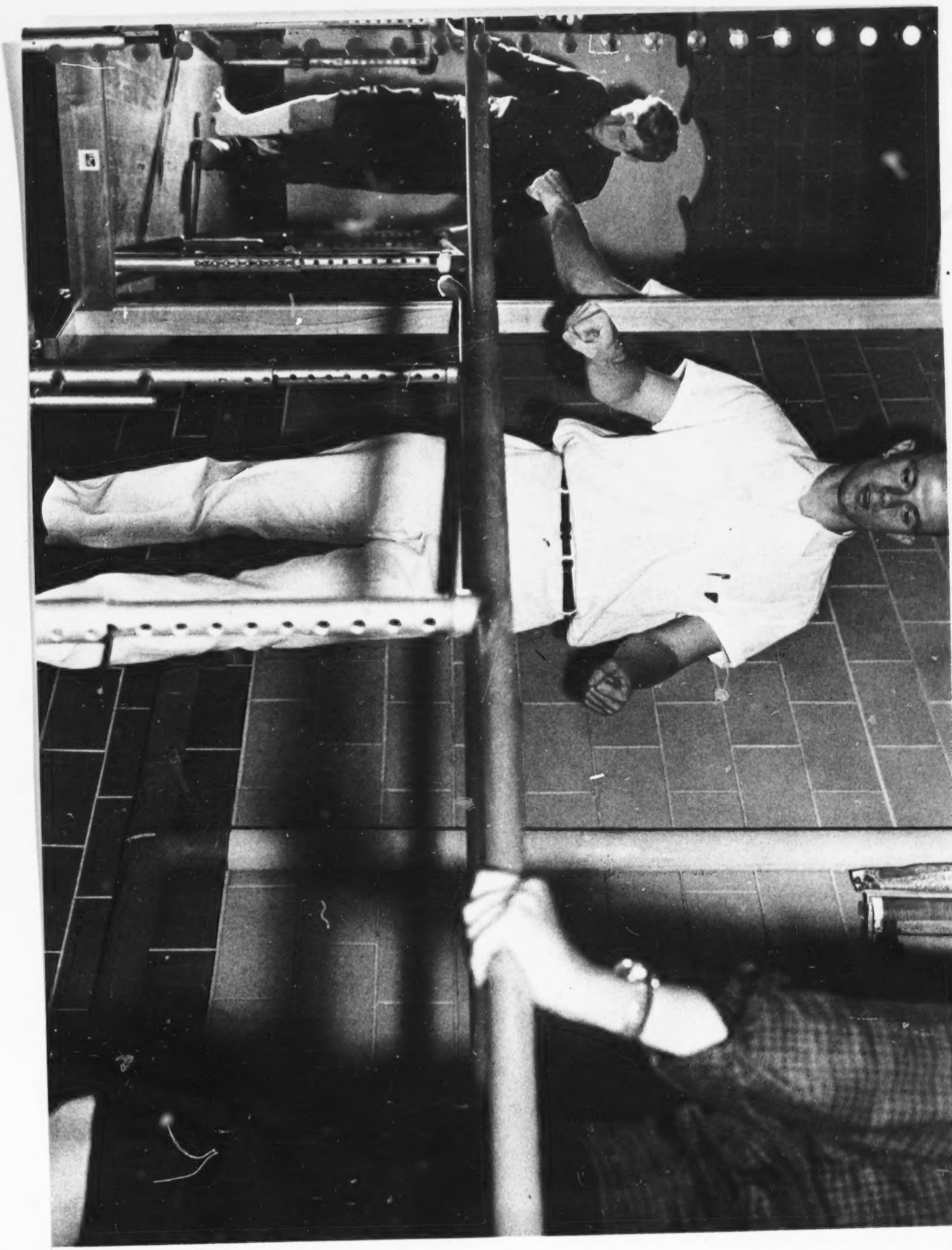
DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9		
1. Distinguish between propaganda and fact in commercial advertising.	1. Discuss ways of identifying quackery.	Pamphlets on quackery from: National Better Business Bureau, Chrysler Bldg., New York, N.Y. American Medical Association Metropolitan Life Insurance Co.
2. Realize the dangers of health fads and patent medicines.	2. Have panels discuss different plans for financing medical care for aged. Have an insurance salesman give a talk on different health and accident insurance plans. Discuss some of the different items pertaining to health or grooming that are advertised on TV. Discuss.	Pamphlets available from: American Public Health Association. National Better Business Bureau. National Research Council. Food and Nutrition Board. U. S. Department of Health, Education and Welfare. Science Research Associates.
3. Begin to understand some of the problems of paying for medical care, group hospital medical insurance plans, workmen's compensation laws and medical care for the aged plans.		Film: *Fraud Fighter*, McGraw-Hill Book Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES

Grade 9 (Cont'd)

What's Under the Label?
National Film Board of Canada, 1270 Avenue of the Americas, N.Y. 20, N.Y.

Filmstrips:
How Life Insurance Began
How Life Insurance Operates
How Life Insurance Policies Work
Planning Family Life Insurance
(Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y.)



INTRODUCTION

The increase in population, the blighted areas in many cities, suburbanization and mobility of individuals and families have greatly increased community health problems. Understanding how community health problems can be solved not only promotes the individual's sense of personal responsibility but prepares him to be a better future citizen. It is important for all persons to know that some health problems can best be solved by community rather than individual action.

Grade 7

COMPETENCIES

1. To understand that some health problems can best be solved by community, state and/or local action and how health services can be obtained.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understand that water purification, sewage treatment, air purification, etc. are community responsibilities.	1. Study differences between personal health problems and public ones. Visit local sewage plant to find out how it operates and what happens to the refuse as it goes through the plant.	Films: *Community Health and You,* McGraw-Hill Book Co. *Water Supply,* Academy Films, Inc.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)	Find out from local authorities how frequently garbage is collected. Study the facilities for water purification, sewage treatment, etc. in your community. Discuss and study how smog affects our health. Study and discuss the tests that are necessary to determine if water is safe to drink, and how to make it safe in an emergency. Field trip to the public water works. Study diseases caused by impure water. Learn about air pollution problems.	*Waste Disposal for the Community,* Encyclopedia Britannica Films. *Tale of the Twin Cities,* University of Minnesota. *So Much For So Little,* State Department of Public Health. *Report to the People,* State Department of Public Health. Pamphlets: *Fluoride Helps Tooth Decay,* American Dental Association.
2. Appreciate the services of a local health department.	2. Visit the local health department—find out about programs and what different staff members do. If there is no local health department talk to local health officer about major health problems in city or county. Study vital statistics from state health departments for own county. Discuss local problems.	*What Does A Full-Time County Health Department Mean to You?* State Department of Public Health. *Its the Law,* Illinois Statewide Public Health Committee, Springfield. U.S. Public Health Service Pamphlets.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)	Visit courthouse to review causes of death in current year — compare with earliest statistics available. View film *So Much For So Little*. Discuss. Speaker: Local health officer to speak to the class on health hazards of the community.	Pamphlets: *Its Global Battle Against Disease*, Public Affairs Pamphlet.
Grade 8 1. Acquire a knowledge of health hazards and community preparation for disasters: floods, tornadoes, fire, nuclear warfare.	1. Discuss ways the local, state, and federal governments and the Red Cross aid disaster areas. Compare Red Cross programs in the United States with those in other countries. Visit a demonstration home shelter in your community. Discuss health hazards caused by particular disasters as fire, floods, explosions, and nuclear warfare. Investigate the Civil Defense Medical Self-Help Training Program. Find out about local disaster plans.	Film: *Community Health and You*, McGraw-Hill Book Co. Pamphlets: *Water Fluoridation: Facts, Not Myths*, Public Affairs Pamphlets. *Effects of Radiation and Fallout*, Public Affairs Pamphlets. Other Pamphlet Sources: State of Illinois, Department of Public Health. John Hancock Mutual Life Insurance Co. Metropolitan Life Insurance Co. Periodical: *Today's Health*, American Medical Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	Have local Red Cross home nursing instructor demonstrate and explain improvised equipment for use in a shelter, insuring safe food and water, and transportation of injured. Learn First Aid. (Should know at least the bare minimum for survival in a shelter or disaster area where no medical help is available.) Write to the State or National Government or to local Civil Defense Organization for plans on how to build a home fallout shelter. Draw a map showing where the hospitals and other emergency centers are located in your community.	Local and State Civil Defense Authorities. *Let's Work Together in Community Service*, State Department of Public Health. *Protect Your Family Against Poisoning*, State Department of Public Health.
2. Grow in understanding of public health problems and agencies that help to solve them.	2. Discuss diseases which come from insects, rodents, etc. and discuss which diseases are prevalent in your own area. List the different health, welfare and safety (official and voluntary) organizations in your county. Show film: *Health In Our Community* (This film discusses the prevention of unsanitary living conditions, industrial hazards, accidents, and contagious diseases.	Materials from: John Hancock Mutual Life Insurance Co. Metropolitan Life Insurance Co. U. S. Public Health Service Hospital, Chicago, Illinois. The Equitable Life Assurance Society. World Health Organization.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	Prepare reports, biographical sketches and chalkboard sketches of people who have contributed to medical and other scientific research such as Jenner and small pox; Pasteur and rabies; Reed and construction crews in the swamps; Lister and hand washing before surgery.	
	Discuss why certain immunizations are required before entering foreign countries.	
	Study ways in which different countries work together on the prevention of many diseases and health hazards which exist.	
	Discuss reasons for immunizations required for travel outside the U.S.	
	Compile a chart with the listings of addresses of the nearest offices of health agencies, and a brief description of programs.	
	Discuss and analyze your community immunization program. Find out how it works and what are the recommendations for immunization against these diseases:	Local Health Department or Medical Society.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
	a. Diphtheria b. Tetanus c. Pertussis d. Smallpox e. Poliomyelitis f. Typhoid	
	View and discuss films.	Films: *Journey Into Medicine* and *Report To The People*, State Department of Public Health.
Grade 9		
1. Realize the dangers caused by lack of control of insects, rodents, etc. and other diseases common to man and animals.	1. Study malaria eradication programs in India and other malarious areas — also agricultural output, population explosion and other related problems. Study diseases which are at the present time problems in other parts of the world. List diseases caused by lack of control of insects and rodents. Discuss reasons why communities have rodent and insect hazards. List measures these communities should take in getting rid of them.	Books: Cavins, H. W., *National Health Agencies*, Public Affairs Press. Carter, Richard, *The Gentle Legions*, Doubleday Book Co. Magazine: *Today's Health*, American Medical Association. Films: *Clean Waters*, State Department of Public Health. *Report To the People* and *Journey Into Medicine*, State Department of Public Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9 (Cont'd)		
	Report on types of diseases associated with plants, insects, animals, and human beings. (Emphasis on local problems) Discuss the milk regulations in your town, city, or county. Find out the specific ordinances concerning milk.	Pamphlets from: National Foundations. Illinois Department of Public Health. World Health Organization.
2. Learn about some of the federal health agencies and the World Health Organization.	2. Discuss the purposes and objectives of the World Health Organization. Make a bulletin board display showing branches of the U.S. Public Health Service. Conduct tours of local health facilities (milk processing plant, water purification plant, etc.) Survey school health services for programs for prevention of specific diseases. Study Federal Health agencies and our State's Department of Health.	Pamphlets and Newsletters: *Your Family's Health*, Public Affairs Pamphlets. *Your Neighbor's Affair Is Your Business*, State Department of Public Health. Pamphlets: *Who's Afraid of Raw Milk? I Am*, American Medical Association. *Clean Water Is Everybody's Business*, Public Health Service. *Health Services School Age Children Need*, American Medical Association.

COMMUNICABLE AND NON-COMMUNICABLE DISEASES — Grades 7-9

Unit X COMMUNICABLE AND NON-COMMUNICABLE DISEASES (Grades 7-8-9)

INTRODUCTION

There has been a substantial reduction in certain communicable diseases that affect this age group, for example, poliomyelitis, tuberculosis, diphtheria and scarlet fever. In order to sustain the gains made on these fronts and others, it is necessary that young people have pertinent information on causes, effects and prevention of diseases. Though cancer and heart disease are more often diseases of older persons, teenagers need information now that may affect future incidence of these diseases (i.e. relationship between smoking and lung cancer). Overall mortality rate from all causes of this age group is 153.5/100,000 population. Though accidents are the leading cause of death, cancer is number two and heart disease is number four. Studies show upper respiratory infections is the most common cause of school absences.

Grade 7

COMPETENCIES:

1. To understand the cause and control of common communicable diseases.
2. To understand the importance of prevention, or early detection, diagnosis and treatment of certain non-communicable diseases including mental illness.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Appreciation of the importance of prompt medical care when needed.	1. Have class define and discuss the differences between communicable and non-communicable diseases. Take a survey to determine what diseases students have had during childhood. Discuss.	Diehl, Harold S. and Laton, Anita D., *Health and Safety for You,* McGraw-Hill Co. Schatz, Albert, and Riedman, Sarah E., *The Story of Microbes,* Harper & Row Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)		
2. Know how germs grow and multiply.	2. Experiments: a. To illustrate how germs may be spread by dust, darken the classroom, then flash a strong light so that the ray is visible to the students. If the light is strong enough, dust particles in the air will reflect enough light to become visible and the students will understand that they are really breathing dust, dirt particles and possibly germs at all times. b. Try to detect actual bacteria in pond water through a microscope (or use prepared, stained slides) c. Grow bacteria cultures and explain how germs grow and multiply and conditions under which they thrive.	Films: *The Billion Dollar Malady* (The common cold), Bray Studios, 729 Seventh Ave., New York 19, N.Y. *The Body Fights Bacteria,* McGraw-Hill Book Co.
3. Know how germs and toxic substances cause harm in the body. 4. Know how germs enter the body, where germs are found, and measures that can be taken to prevent entrance. (Hand washing, covering coughs and sneezes)	3. List students' responsiblities for protecting themselves and others when they are ill with a cold or some other communicable disease. Have the school nurse or physician give a short talk on prevention of communicable diseases.	Pamphlets: *Winter Enemies.* John Hancock Life Insurance Co. *How Your Body Fights Infection,* American Medical Association. *Influenza,* Public Health Service.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 7 (Cont'd)	Specific discussion of germs and how they are spread. a. by mouth b. by water c. by hands d. by air e. by feet f. by food g. by venereal means h. by insects Take a field trip to a local factory and observe methods of prevention of diseases among employees. Have a discussion of some of the diseases common to man and animals.	
Grade 8		
1. Know the body's defenses against disease.	1. Discuss the body's defenses against disease. a. unbroken skin (healthy mucus membranes) b. white blood cells c. plenty of rest d. blood filters Discuss factors that lower body's resistance to disease: a. loss of sleep b. exposure to cold c. malnutrition d. dosage, virulence of germs and body resistance	Books: Winslow, C. E., *Man and Epidemics*, Princeton University Press. Fox, Ruth, *Milestone of Medicine*, Random House. Pamphlets: *Facing the Facts About Cancer*, American Cancer Society. *TB—The Killer Cornered*, National TB Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 8 (Cont'd)		
2. Know the importance of routine health examinations and early diagnosis of such diseases as heart disease, cancer and diabetes.	2. Have a physician or school nurse give a talk on importance of routine health examinations. Discuss certain diseases and their complications. Students select diseases from check list. Have students look for current news items on work being done on cancer, heart disease, etc.	Films: *Tuberculosis*, EBF. *Goodbye Mr. Germ*, State Department of Public Health. *Time is Life*, American Cancer Society. Other pamphlet sources, state or local health department, and voluntary agencies. Pamphlets on specific diseases available from State Department of Public Health.
3. Know the factors that lower the body's resistance to disease. 4. Understand natural and acquired immunity and get recommended immunizations.	4. Discuss natural and acquired immunity and have students make written reports on scientists who have contributed to the control of certain diseases through vaccines and immunizing agents: a. Pasteur b. Salk c. Schick	*Facts You Should Know About Health Quackery*, National Better Business Bureau. *Health Heroes*, Metropolitan Insurance Co.
5. Understand the dangers of self diagnosis of illness and self medication.	5. Develop skits on early superstitions about certain diseases, medical quackery and patent medicines. Discuss and define certain important words such as: a. antibodies b. toxoids c. etc. Take a quiz over material and then discuss the results.	*Immunization*, American Medical Association. *What is an Antibiotic?* American Cyanamid Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Grade 9		
1. Understand that mental illness is similar to any other disease. a. Caused by certain factors b. Success in treatment depends upon early recognition and how effective treatment is.	1. Read and discuss pamphlets: *Mental Health Is 1, 2, 3*, then discuss ways to distinguish between mental health and mental illness. Make a bulletin board display and list on the board characteristics which go to make up good mental health. Then list factors which may cause mental illness. Discuss important words such as: a. habits b. heredity c. extrovert d. introvert Have students produce a skit showing good mental health and bad mental health. Let students make a homemade dummy out of old cloths, papers, etc. Let them put him in a chair and name him, decide about his heredity and environment, etc. Collect newspaper articles that illustrate social problems which are probably caused by breakdown of emotional or mental health.	Books: Bauer, W. W., *Your Mental Health Today*, Harper & Row. *Mental Health Is, 1, 2, 3.*, Illinois Department of Mental Health. *The Mind in Sickness and Health*, Public Affairs Pamphlets. Film: *Heredity and Environment*, Coronet.
2. Learn about worldwide health problems, their social and political implications, what is being done about them.	2. Read pamphlets and newsletters from World Health Organization.	

1. Bauer, W. W. *Your Mental Health Today.* New York: Harper & Row Co., 1955.

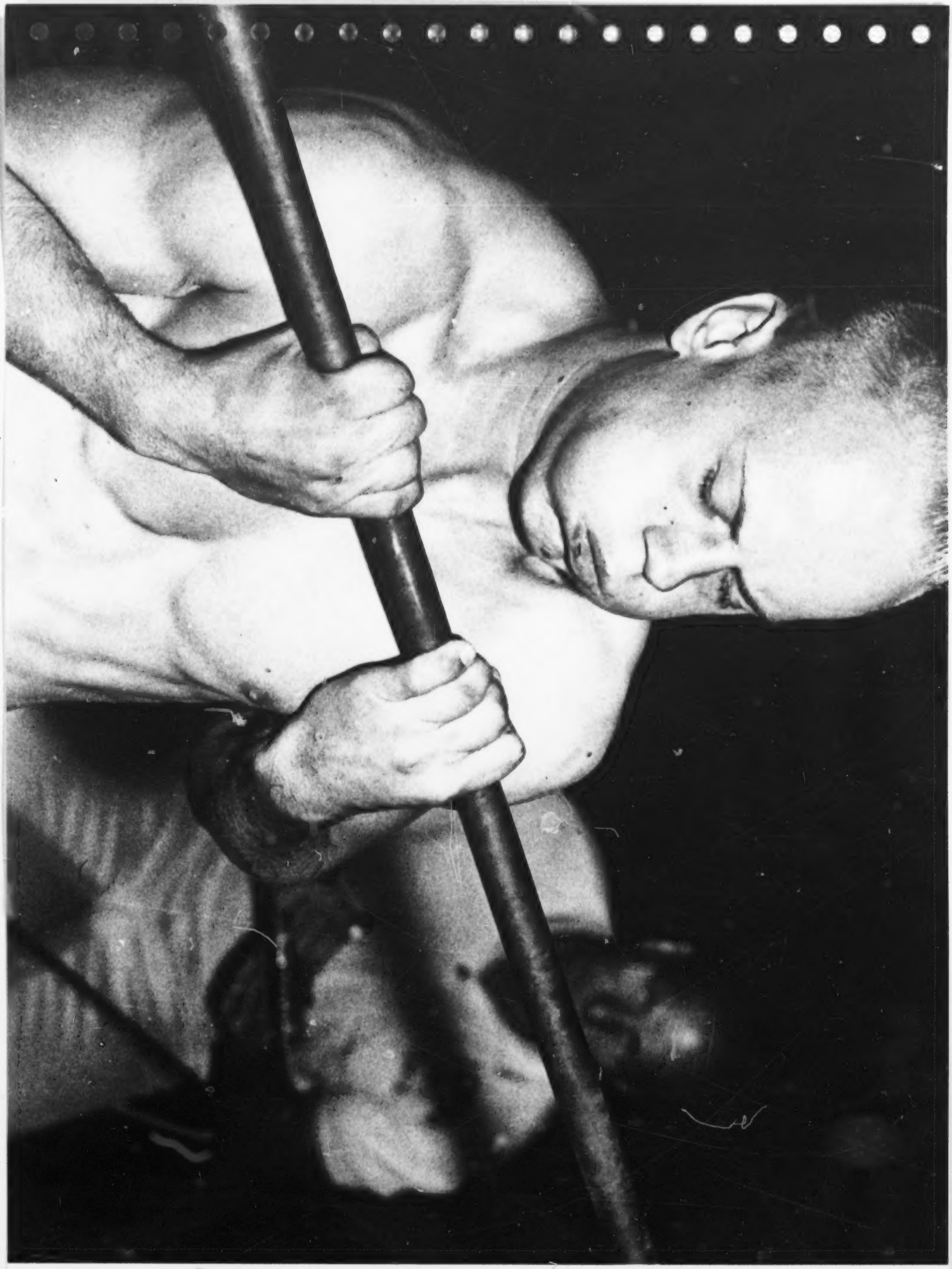
2. Diehl, Harold S. and Laton, Anita D. *Health and Safety for You.* New York: McGraw-Hill Book Company, Inc., 1957.

3. Fox, Ruth. *Milestones of Medicine.* New York: Random House, 1950.

4. Schatz, Albert, and Riedman, Sarah E. *The Story of Microbes.* New York: Harper & Row, 1952.

5. Winslow, C. C. *Man and Epidemics.* Princeton, New Jersey: Princeton University Press, 1953.

UNITS FOR GRADES 10-11-12



GROWTH AND DEVELOPMENT — Grades 10-12

Unit I

GROWTH AND DEVELOPMENT (Grades 10-11-12)

INTRODUCTION

High school students are interested in their bodies and they want to know and understand how to take care of them. Some youth come from homes where incorrect information needs to be replaced by recent and correct data.

With the recent emphasis on psychosomatic relationships the need for understanding the interactions and interdependency of the physical, emotional, and social phases of health are imperative.

It is important that emphasis be placed on fitness and how to maintain it. Too frequently the need for proper body functioning is not realized or understood by either the student or his parents. (Participation in fitness tests should instill a desire in the student to improve his physical condition.)

COMPETENCIES

1. To learn components of total fitness through the study of structure and function of the body.
2. To know the interrelationships and interdependencies of various body systems and organs.
3. To know the functions of bones, muscles, and joints as they relate to movement, appearance, and general health.
4. To know the proper functions of healthy circulatory, respiratory and excretory systems and how these systems interrelate with other systems.
5. To learn how the body uses food and the effect of food on growth and development.
6. To know the general functions of the nervous and glandular systems as they affect growth and development.
7. To increase knowledge about the sensory organs and their care.
8. To learn the values and effects of physical exercise on growth and development.
9. To learn about common physical handicaps and ways of adjusting to them.
10. To know the effects of stimulants and depressants on the nervous system; to know those which are harmful.

COMPETENCIES (Cont'd)

11. To know the body changes occurring during adolescence.
12. To learn the complexity and individuality of growth and development, and the factors influencing them.
13. To know something about how learning takes place: physical, mental, social, and emotional.
14. To understand the miracle of life.
15. To learn about professional health services and their availability.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Develops a desire to attain and maintain fitness.	1. Observe charts and models of the human body: skeletal, muscular, respiratory, circulatory, digestive, reproductive, nervous, glandular, sensory. Test self for physical performance, fatigue and endurance. Engage in various kinds of movement experiences and discuss action of body systems and parts involved. Observe pulse rate when sedentary and after exercising. Maintain an individual growth record.	Film: *The Human Body*, Coronet. Charts and models of human body system. AAHPER Fitness Test.
2. Understands in general the structure and function of the body as a whole	2. Participate in class discussions about structure, function, and proper care of the human body.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
3. Understands that the body works as a whole unit but that it is composed of many interrelated and interdependent parts.	3. Study pertinent section in health reference textbooks, pamphlets, and other printed materials; and discuss interdependence of parts of the body.	
4. Strives to improve one's own posture and patterns of movement including sports skills.	4. Demonstrate several sports skills and analyze them in terms of good body mechanics	
5. Develops an interest in improving one's own body mechanics.	5. Observe and discuss good posture: Standing, sitting, walking, during exercise, and other daily activities. Proper fit of shoes and socks. Make a plan to use daily in improving one's own body posture.	Film: *Posture and Exercise,* EBF.
6. Understands the personal and professional care needed to develop and maintain healthy circulatory and respiratory systems.	6. Study, discuss, and plan a program of living which will help to prevent circulatory and respiratory illnesses.	Films: *How the Respiratory System Functions,* Bray. *The Heart and How It Works,* McGraw-Hill Book Co.
7. Develops a desire to follow sound nutritional practices.	7. Keep a record of food eaten over a five day interval; analyze in terms of a balanced diet and in terms of individual need, and the total calorie intake. Survey food choices of classmates in school cafeteria and at the "drive-in" and discuss in terms of balanced diets. Learn value of food dollar. Be able to determine individual calorie needs.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
8. Understands the effects of healthful living habits on the nervous and glandular systems.	8. View films of nervous and endocrine systems; discuss in terms of everyday experiences and observations.	Film: *The Human Brain,* EBF.
9. Appreciates the need for proper care of the sensory organs especially those of sight and hearing.	9. Participate in and discuss experiments demonstrating actions of the various sensory organs. Discuss components of eye and ear care; have periodic vision and hearing examitions. Discuss screening tests and have school nurse demonstrate how they are used.	Films: *Ears and Hearing,* State Department of public Health. *Eyes and Their Care,* State Department of Public Health. *How the Eye Functions.* *Knowledge Builders.*
10. Develops a desire to exercise daily, and to attain certain goals.	10. Discuss daily physical activity in terms of growth and development; analyze sports skill weaknesses and how they can be improved. Develop a daily plan.	*They Grow Up So Fast,* The Athletic Institute.
11. Adjusts to one's own handicaps in desirable ways and/or to be understanding about others' handicaps.	11. Discuss newspaper and other current articles concerning handicapped people and their ways of compensating for their handicaps, and adjusting to them.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
12. Avoids the use of harmful stimulants and depressants.	12. Read and discuss current information about drinking and smoking. Stress career effects; also psychological, sociological and economic effects. Discuss own and group problems. Listen to lecture on narcotics and crime given by member of local police department and discuss implications for class.	Film: *Tobacco and the Human Body,* EBF. Filmstrip: *To Smoke or Not to Smoke.* Available from local Chapter of American Cancer Society.
13. Understands problems of growth and development occurring during adolescence.	13. List adolescent problems due to growth changes, discuss those of greatest interest and concern of class.	Film: *Drug Addiction,* EBF.
14. Understands the effects of heredity and environment on growth and development.	14. Observe variances in height, weight, and ethnic similarities and differences; discuss in terms of hereditary and environmental influences. Study family pictures.	Pamphlets: *Growing Up Physically,* Scott, Foresman & Co. *How You Grow,* Science Research Associates.
15. Develops a desire to want to improve health practices.	15. Describe methods of learning: physical, mental, social, emotional behavior; tries to break an undesirable habit; discuss method of doing so.	*Owl and Fred Jones,* Equitable Life Assurance Co.
16. Assumes responsibility for having periodic health check-ups and to have professional care when indicated.	16. Survey private and public health resources available in community; discuss seeking recognized professional health services periodically and when needed.	Film: *Human Machine,* Moody Institute of Science.
17. Develops wholesome attitudes towards one's own body.	17. Review the unit on growth and development with emphasis on total fitness.	

DENTAL CARE AND EDUCATION — Grades 10-12

DENTAL CARE AND EDUCATION (Grades 10-11-12)

INTRODUCTION

Since the human mechanism is concerned with not only the preparation of food for disgestion but with personal appearance and to some extent health in general, dental care should be of more concern to every individual. Yet this important part of human anatomy seems to be highly neglected by many. Among teenagers the problem of dental caries and general mouth health is a serious one today. Research indicates that at this age caries develop most rapidly. This indicates a great need for teaching the basic health factors in relation (maintenance and conservation) to self dental health. But, the need at this age also extends beyond self into the area of learning ways and means for reacting as responsible parents and individuals for community improvement in relation to dental health.

COMPETENCIES

1. To recognize the importance of fluoridation as a dental health factor.
2. To take care of own dental hygiene properly.
3. To seek professional dental care regularly.
4. To know common fallacies concerning dental health.
5. To project himself as a responsible parent in relation to dental care.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Knows the significance and effects of fluoridation.	1. After obtaining pamphlets ahead of time, divide class into 4 sub-groups and distribute appropriate pamphlets to each. Allow groups time to read, discuss and formulate written reports on: a. The background of fluoridation b. The policy of the State Dept. of Public Health on fluoridation, A.D.A., A.M.A., U.S.P.H.	*Policy of the State Dept. of Public Health on Fluoridation of Public Water Supplies.* *Fluoridation Prevents 2/3 of Dental Decay.* Springfield: Department of Public Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	c. The importance of prevention of caries. d. The effect of fluoride on the enamel and a comparison of topical application with that of adding fluoride to drinking water. e. Read reports before entire group. Class takes notes. f. As cued ahead of time, one student gives brief oral summary of reports. Each checks notes for health education notebook. g. Study the controlled experiments on fluoridation and cite results.	*Why Add Fluoride.* Springfield: Illinois Department of Public Health. Fluoridation Kit. American Dental Association. *Fluoride Means Less Tooth Decay.* American Dental Association. *Optimum Fluoride Intake for Prevention of Dental Caries.* National Academy of Science. *Health Film Catalog.* Springfield: Illinois Department of Public Health. Films: *Drop In the Bucket.* Complete Story of how a community fluoridated its water supply. *Fluoridation.* How to get your community's water supply fluoridated. *Fluoridation Story.* Cartoon showing Grand Rapids, Michigan's fluoridation program.
2. Is aware of the approaches, processes, and state assistance available in securing fluoridation of public water supply.	2. a. View films on how a community goes about obtaining fluoridation. b. Discuss material, including applications to own community and issues on both sides (whether community has fluoridation or not). Class records important points in notebooks. c. Lecture on assistance available from the State Dept. of Public Health, with emphasis on dental health. Class takes notes.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
3. Knows why correct care and proper diet reduce the number of caries in adolescence.	3. Have three volunteers, or by selecting three names from a hat, students perform (in class) the simple lactobacillus acidophilus tests (chewing of paraffin, etc.) obtained earlier from the Dept. of Public Health. Students must understand that the results returned from the Dept. are to be taken to a local dentist for interpretations then reported to the class. SPECIAL NOTATION: A local dentist or dentists should be consulted and help enlisted previous to requesting test materials.	Materials and directions for administration from: State Department of Public Health, Division of Laboratories, Springfield, Illinois. *Designing Modern Health Education Experiences for Youth*, Illinois Curriculum Program Bulletin No. 20, p. 62. Office of the Superintendent of Public Instruction.
	Discuss the effects of an over-abundance of highly refined carbohydrates in the diet.	
	While awaiting results of tests from Dept. of Public Health, three other students prepared sufficiently ahead of time to give brief review on: a. Causes of dental caries and age group in which they are most prevalent. b. Ways to help prevent and control caries. c. Healthy tooth structure. d. Short question period for completion or correction of notebook notes.	*Dental Health Facts for Teachers*, American Dental Association. *Dental Health Teaching Outline*, No. IV, For Use in Grades 10, 11, and 12. Bruce Publishing Co. *You Can Prevent Tooth Decay*, American Dental Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	e. Emphasize proper brushing, frequency of brushing, mouth rinsing when brushing is impossible. f. Eating of apples and oranges as between meal snack. Reports of Lactobacillus Acidophilus tests results. Class discussion by volunteer recitations of 2 or 3 students on possible *reasons* for assumed high, average, or low counts of their own (recitations tied into 2a, 2b, care, diet and structure). Each write a paragraph or two on what he thinks his own test results might be and *why*. Place in notebook.	Film: *Laurie Learns A Secret*, American Dental Association. *Home Care of the Mouth*, American Dental Association, Leaflet. *Dental Health Teaching Outline*, No. IV, For use in Grades 10, 11, and 12. Bruce Publishing Co. *They're Your Teeth*, American Dental Association. *Dental Health Facts For Teachers*, American Dental Association. *Your Health and Safety*, 4th Ed., Harcourt, Brace & World, Inc.
4. Is aware of other destructive processes, their causes and what to do about them.	4. Divide class into panels. Sit in groups Give each group appropriate materials (obtained ahead of time.). Assign each member definite topic. Allow one period for preparation. Have each panel report in turn seated at table or in chairs in front of room. Rest of class take notes.	Pamphlets: *They're Your Teeth*, American Dental Association. *Your Guide To Dental Health*, American Dental Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	a. *1st panel—Periodontal Diseases* 1st student—definition and list of types 2nd student— gingivitis 3rd student—trench mouth 4th student—pyorrhea gum trouble b. *2nd panel—Cancer of the Mouth and Canker Sore* 1st student—Cancer 2nd student—Canker Sores c. *3rd—Tartar and Halitosis* d. *4th panel—Abscessed Teeth and Impacted Teeth* e. *5th panel—Erosion and Abrasion* Class question session for review of written notes for notebooks.	*Dental Health Facts For Teachers*, American Dental Association. Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety*. Harcourt, Brace & World, Inc. *Attractive Teeth For Teenagers*, American Dental Association.
5. Recognizes that early professional care is necessary from the point of view of both economy and conservation.	5. One student interviews a dentist on the basis of professional care, dental skill and judgment in relation to conservation and cost of a tooth. Another student read aloud: "Is dental care expensive?" and "Problems concerning artificial teeth". Class take notes. Write two one page themes on "early professional care of the teeth and mouth in relation to economics", and "early profes-	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	sional care of the teeth and mouth in relation to conservation". Several themes read orally, each followed by class comment. Place themes in notebook.	
6. Realizes the importance of reconstruction dentistry.	6. Each write definitions of Orthodontia, Orthodontist. Occlusion and Malocclusion in notebook. (Several dictionaries available in class or one student dictate from a dictionary.) Lecture on effects of malocclusion, prevention and correction using illustrative materials (x-rays and models borrowed from a dentist or use pictures). Class take notes. Prepare to view a movie. View movie and discuss Discuss movie in relation to notebook information.	*The American Illustrated Medical Dictionary*, W. B. Saunders Co. *Your Guide To Dental Health*, American Dental Association. *Dental Health Facts For Teachers*, American Dental Association. Film: *Putting It Straight*, A story of crooked teeth and correction by orthodontic treatment, State Department of Public Health.
7. Knows the importance of a healthy mouth in relation to appearance.	7. Have a student read orally: "Teeth and Appearance". Class take notes. Prepare to view film. View film and discuss Discuss film and notes on "Teeth and Appearance".	*Dental Health Teaching Outline* No. IV, For Use in Grades 10, 11, 12. American Dental Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
8. Is conscious of some false beliefs and a few fallacies in advertising.	8. Discuss TV, newspaper or magazine advertisements of mouth washes, tooth pastes, and claims made for such products. Jot down name of product, how presented, curative or corrective claims and medium used for presentation to public. Quiz game. One student stands in front of room, and reads true-false questions on dental beliefs. Class responds by show of hands for true or false. After each response write correct answer on blackboard.	*Toothbrushing*, American Dental Association. *Good Teeth*, Circular No. 456, State Department of Public Health. *Your Guide To Dental Health*, American Dental Association.
9. Knows about agencies which combat false information.	9. Lecture on where and how to obtain information (local dentist, local health department, Illinois Department of Public Health, U. S. Public Health Service, American Dental Association. Notebook notes. Compose a letter (for notebooks only) to an agency requesting information about a dental product.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
10. Considers, as a future parent, good nutrition, proper care and professional treatment necessary for sound teeth in children.	10. With sufficient copies for everyone in a class (copies retained in classroom), read and record outlines on: a. "The Child's Diet and Nutrition" "Sources of dental information" b. "Diet and Dental Health" c. "What Foods Do You Need Each Day? Previous to Pregnancy" d. "What Foods For Children?" e. "They Just Won't Eat" f. For students who finish sooner than others, "The Daily Food Guide". Three students talk from outlines (talks divided equally) Three reports on: a. Habits and Care b. Thumb Sucking c. The Dentist Class question period; completion of notebooks. Prepare to view movie. View movie and discuss.	Pamphlets: *The Care of Children's Teeth,* American Dental Association. *Your Child's Teeth,* American Dental Association. *For Parents To Be,* National Dairy Council. *Understanding Your Child,* Metropolitan Life Insurance Co. *The Daily Food Guide,* Illinois Department of Public Health. Films: *The Care of Children's Teeth* and *Your Child's Teeth,* American Dental Association. *Understanding Your Child,* Metropolitan Life Insurance Co. *Good Teeth,* Illinois Department of Public Health. *Your Child's First Visit To The Dentist.* Shows two types of conditioning to which children may be subjected and the resultant be-

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
		havior in each instance when the child experiences the reality of dental care. American Dental Association.
11. Understands how teeth develop in infancy and during child hood.	11. With sufficient pamphlets for everyone in a class (pamphlets retained in classroom), trace or draw diagrams of primary and permanent sets of teeth. Label as in pamphlet. Write definition of deciduous in notebook. Teacher lectures on the development of teeth, using illustrative pictures and referring to notebook drawings. Take notes for notebooks. Have question and answer session.	*For Good Teeth and a Healthy Mouth,* Church & Dwight Co., Inc. Any good dictionary. Notebooks and any type of paper and pencil test, such as short answer, multiple choice, true-false, etc.

Bibliography

1. Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety.* New York: Harcourt, Brace & World, Inc., 1946.
2. *The American Illustrated Medical Dictionary.* Philadelphia: W. B. Saunders Company, 1951.

NUTRITION — Grades 10-12

Unit III

NUTRITION (Grades 10-11-12)

INTRODUCTION

Since students on the secondary level are approaching the period of life when appropriate food selection and consumption will depend upon their own good judgment, habits, and tastes, it is imperative that they approach their dietary problems intelligently and with a workable knowledge of the basic principles of nutrition.

If the student is to analyze foods in relation to the needs of the body, he must understand the chemical and physical processes involved in digestion in order that food may be used by the body.

Despite the apparent abundance and wide choice of foods, some people are not getting the food they need. It is hard to realize that many of our youth do not eat a proper breakfast.

The activities suggested in this unit go beyond learning the subject matter facts of good nutrition. The goal is the use of this knowledge by the pupils to achieve maximum health and better living as influenced by good nutrition.

COMPETENCIES

1. To inform the school population about the nutritional needs for the best growth and development.
2. To provide an attractive and adequate variety of food in the school lunch program.
3. To understand the discrepancies between knowledge about nutrition and eating habits.
4. To solve individual problems of faulty practice in eating habits.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Learn to select a balanced diet.	1. Display posters (preferably in cafeteria) showing how to select a balanced diet. Analyze school cafeteria menus and make suggestions to meet dietary requirements.	Basic Four Charts Pamphlets: *Eat To Live,* Wheat Flour Institute.
2. Meet daily nutritional requirements.	2. Have each student keep a record of his food intake for a week to include breakfast, lunch, dinner, snacks and all extras. From this record each student checks the following: a. The amount of food from each of the basic groups b. The amount of vitamins and minerals. c. The caloric intake per day. d. The variety, source, and amount of proteins, fats, and carbohydrates.	*Essentials of An Adequate Diet,* United States Department of Agriculture. *Principles of Good Nutrition,* U.S. Public Health Service. Book: *Food For Life,* Continental Baking Company, Inc.
3. Form good breakfast habits.	3. Certain students can be asked to justify any item on this list. Each meal need not be perfectly balanced, but within a period of twenty-four hours he should have a balanced diet.	Pamphlets: *A Good Breakfast for Good Health,* Kellogg Company. Film: *For Health and Happiness,* State Department of Public Health.
4. Desire to be healthy.	4. Discovering "fads" in diet. By making a survey of the diets of their friends, the students will be able to learn of any food fads among them. Further study may consist of further reading or consulting some authority by letter.	Pamphlets: *Facts About Food,* Heinz. *Food Sense, Not Nonsense,* American Institute of Baking.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	To discuss the truth and accuracy of modern day advertising, the entire class may bring advertisements from newspapers and magazines and notes taken from TV advertisements for classroom discussion, study and evaluation. Discussion of the three uses of food in the body for: growth and repair, regulate body processes and to provide energy.	Film: *Get Your Vitamins,* Department of Public Health. Book: Lewis, Pearl, *Eating For Health,* The MacMillan Co.
5. Know the food needs of the adolescent.		
6. Know the function of foods.	6. This area affords an opportunity for a workshop type study. The entire class may be divided into groups whose work will pertain to the various ways the body uses food compounds. Each group may decide how they wish to display their findings. Colorful bulletin board displays, posters, mobiles, or oral work such as panel discussions or question and answer periods will be effective. Suggested areas to be explored: a. Foods necessary for cell growth and repair b. Relationship between minerals and building of bones	Pamphlets: *Food For Energy,* American Medical Association. *Foods for Growing Boys and Girls,* Kellogg Co. *On Your Own Hook,* National Dairy Council.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	c. Special uses of vitamins d. Food compounds used as fuel e. Oxidation and body storage of foods	
7. Know there is a relationship between food and health.	7. Prepare posters displaying the outward signs of good health and adequate nutrition such as: a. Posture—Check symmetrical, shoulder blades flat, etc. b. Bony framework—strong and sturdy; arms and legs straight c. Teeth—well formed and sound d. Gums—firm and pink e. Mucous membrane of mouth and eyelids pinkish in color f. Skin—clear complexions g. Eyes—clear and bright h. Facial expression—alert and happy i. Muscles—well developed j. Appetite—good k. General appearance—one of physical fitness, air of contentment, vigor and interest in life.	Film: *Obesity*, EBF. Classroom Displays— Chart showing average daily caloric need. Metropolitan Life Insurance Co. Lecturer Table of calories used in various activities such as swimming, dancing, etc. Pamphlet: *Overweight and Underweight*, Metropolitan Life Insurance Co.
8. Know there is a relationship between food and growth (See unit on Body Growth and Development).		

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
9. Understand individual daily caloric needs.	9. Each student may make an individual survey of his daily calorie needs based on age, sex, size, weight, and how he spends his day.	Film: *And One to Grow On,* State Department of Public Health.
10. Gain sensible understanding about relationship between food intake and weight control.	10. Post charts indicating proper weight according to sex, height, and body structure. After grouping students who have similar problems (over or under weight) distribute pamphlets and resource materials. Check, study, discuss. Discuss the effects of overweight on health. Examine insurance company records. Solicit the aid of the medical profession to stress the importance of proper medical examinations to determine causes of overweight or underweight. List possible dangers involved in going on a diet to gain or lose weight without first checking with your doctor. Groups may compare and discuss dangers with those of other students in class.	Guest speaker — a dermatologist or a member of the school health service.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
11. Select appropriate between-meal snacks.		
12. Know how to appraise and improve nutritional practices.		
13. Understand the relationship between food intake and appearance of individual.	13. Discuss the relationship of food intake and appearance.	
14. Understand the chemical and physical processes which change food into forms which can be used by the body cells; and how the body gets rid of wastes by excretion.	14. Have a classroom demonstration by chemistry teacher of the action of saliva on starch; the action of gastric juice on protein in milk; the action of pancreatic juice on starch, fats, and proteins. Invite the science teacher to give a demonstration of osmosis. Discuss the ways the body eliminates wastes and the common causes of constipation. Make a list of measures which will help prevent and correct constipation. Plan menus that would be helpful to persons troubled with constipation. Study magazine advertisements and commercials pertaining to laxatives, and report on statements which seem to be unscientific and misleading.	A qualified teacher or health department staff member.

MENTAL HEALTH — Grades 10-12

Unit IV

MENTAL HEALTH (Grades 10-11-12)

INTRODUCTION

Everyone wants to be liked by his family, friends and associates. The ability to get along with people is basic to social and economic success. How we get along with other people is not an easy problem to solve. There are no set patterns or formulas to guarantee success in getting along with others.

Society continues to grow in size and complexity. Economic fears, increased nervous tension, atomic energy, crowded living conditions and more time for leisure make it imperative for mental health problems to be included in a well rounded course of study in health education. Personality changes do not happen overnight, however, a planned program of instruction and guidance in sound mental health practices should help adolescents meet their problems more successfully.

In the study of mental health it is important that the pupil understand how and why he reacts to certain stimuli. If he understands his own reactions, he is in a better position to understand, appreciate and tolerate the reactions of others.

COMPETENCIES

1. To better understand the problems evolving from emotional reactions to people and situations in our society.
2. To have wholesome attitudes in relationship with family, friends and other associates.
3. To better understand one's behavior so that it will conform reasonably to the socially accepted mores of the group.
4. To develop happy, responsible, self-confident, individuals who will be ready to take their places in an adult world.
5. To acquire the ability to eliminate, as far as possible, the environmental, educational and emotional factors that hinder the growth of children and prevent their functioning as responsible and productive adults.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understand what we mean by emotions and how to accept and control them as mature individuals.	1. Discuss the basic emotions and the various ways in which we can react to these emotions.	Otto, James H. and others. *Modern Health,* Henry Holt Co.
	Discuss how emotions serve as valuable influences on behavior. a. Emotions that help you. b. Emotions that cause trouble.	Nicoll, James S. and others. *Your Health Today and Tomorrow,* Laidlaw Brothers, Inc.
	Discuss the role of intelligence in controlling our emotions. a. Things to consider that control our emotions. b. Socially acceptable methods of achieving a goal, or substituting a goal when original goal is not attainable.	
	Have half of class bring in articles that give examples of reacting to an emotion in an intelligent manner, while the other half bring in articles showing undesirable emotional reactions. Compare and discuss.	Magazines and newspapers.
	Analyze your own behavior, listing your strong points and your weak ones.	Class with aid of teacher.
	Prepare, view and discuss film.	Films: *Toward Emotional Maturity,* McGraw-Hill Book Co.
	Prepare a browsing table.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
		Needlepoints, Hartford. The Connecticut Mutual Life Insurance Co. *How to Deal with Your Tensions*, National Association for Mental Health. *Stress*, Metropolitan Life Insurance Co. *The Worry Go Round*, The Connecticut Mutual Life Insurance Co. *Mental Health is 1, 2, 3*, State Department of Mental Health.
2. Develop the ability to understand that no one always possesses all of the characteristics of mental health that are socially acceptable to the individual in terms of himself and others.	2. Read and discuss pamphlet. a. Mental Health b. Characteristics of good mental health c. Degrees of good and bad mental health d. Nobody ever possesses the characteristics of good mental health all the time. Read and discuss pamphlet. a. Evaluate the validity of suggested items. b. Areas in which emotional difficulties often arise. Make a bulletin board display. On this bulletin board list: a. Characteristics which go to make up good mental health (with picture).	Stevensen, George S. *How to Deal With Your Tensions*. National Association for Mental Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	b. Characteristics of poor mental health. Write a theme concerned with what you think it takes to have good mental health.	
3. Be able to accept the underlying concepts about personality in relationship to other people in our society.		Otto, James H. and others. *Modern Health*, Henry Holt Co.
	Discuss: "What does the term 'personality' mean?" a. Why are certain types of personalities disliked? b. What characterizes well adjusted personalities? c. Appearance and behavior in respect to personality.	Nicoll, James S. and others. *Your Health Today and Tomorrow*, Laidlaw Brothers, Inc. Henry, William E. *Exploring Your Personality*, Science Research Associates.
	Debate: Teacher's note: One half of class might take the topic of heredity, while the other half takes environment. First have discussion on how personality is developed in relation to these areas. Then have debaters see if one is more influential than the other in the development of personality.	
	Read pamphlet.	Henry, William E. *Exploring Your Personality*, Science Research Associates.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
4. Understand and appreciate socially acceptable behavior patterns and role of the family in our society.	4. Have a discussion on the topic "What constitutes a 'good' home." Discuss radio and television programs that deal with family life. Discuss patterns of authority in the home, such as: a. The authoritarian home b. The democratic home 1. advantages of each 2. disadvantages of each Panel discussion: "The home is more than a mere boarding house." a. Learning occurs at home b. Attitudes are influenced by parents c. Social development begins in the home Prepare, view and discuss film.	Baxter, Laura and others. *Sharing Family Living,* J. B. Lippincott Co. Films: *Sibling Rivalries and Parents,* McGraw-Hill Book Co. *Family Life,* Coronet Films.
5. Acquire the social skills which will enable us to enjoy friendships with the opposite sex.	5. List manners and qualities which you like to see in members of the opposite sex. Read and discuss the lists.	Shacter, Helen and others. *Into Your Teens,* Scott, Foresman & Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	Act out the following, as demonstrations: a. Ask for a date b. Call for a girl c. Boy helping a girl with coat d. Introducing parents and friends	
	See film and discuss.	Film: *Dating: Do's & Don'ts*, Coronet.
	Lecture on Topic "Making and Keeping Friends."	
6. Develop the ability to adapt to social and physical environment.	6. Listen to guest speaker, "Facing Reality before Facing Problems."	Speaker could be drawn from professional people—from civic clubs, teachers, doctors, etc.
	Class discussion, "How you Solve Problems in Our Changing Environment."	*Planning for Success*, Coronet.
	Class discussion, "The person who does not face reality."	Pamphlet: Remmers, H. H. and Hacket, C. G. *What Are Your Problems*, Science Research Associates.
	Prepare, view and discuss film.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	Write a theme showing how each student thinks problems should be solved. a. How to plan to solve problems b. Adjust to your environment c. Set realistic goal d. Make your own decision	*Mental Health Is 1, 2, 3,* Department of Mental Health.
7. Acquire behavior which is socially acceptable, physiologically sound, and physically desirable.	7. Read assignment	Otto, James H. and others. *Modern Health,* Henry Holt Co.
	See and discuss film.	*How Friendly Are You?* Coronet.
	Read and discuss "Getting Along in a Group."	Shacter, Helen and others. *You're Growing Up,* Scott, Foresman & Co.
	Have a panel on "Suggested Hints for Making and Keeping Friends." 1. Be dependable 2. Be a good listener 3. Don't laugh at the mistakes of others 4. Don't talk about people behind their backs. 5. Don't always try to have your own way 6. Treat others as you would like to be treated.	
	Prepare, view and discuss film.	Film: *Social Development,* McGraw-Hill Book Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
8. Student accepts the fact that: a. He matters very much to someone b. That there is a place in life for him c. That there is help and guidance available to him d. That he has a set of moral values by which he lives e. That there are limits to which he is permitted to go.	8. Have a panel on the following topics: a. Why do we conform to standards? b. Why is it important to follow social and moral students set up by our society and public opinion. Prepare, view and discuss film.	Southworth, Warren H., Davis, Arthur F., Meredith, Florence L. *Science of Health*, McGraw-Hill Book Co. Film: *Right or Wrong-Making Moral Decisions*, Coronet.
9. Understand that mental illness is a major illness—one to be accepted, studied and treated.	9. Read and discuss pertinent factual information about mental illness.	Pamphlets: "The Outlook Is Very Hopeful", National Association for Mental Health (Revised by Illinois Department of Mental Health). "Basic Facts About Mental Illness," National Association for Mental Health. "Caring for the Mentally Ill in Illinois," Illinois Department of Mental Health.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
		"The Mind—In Sickness and in Health," John Hancock Mutual Life Insurance Co.
	10. View and discuss film.	Film: *Stranger in the Family*, Illinois Department of Mental Health.
	11. Have guest speaker discuss topic, "Present-day Concepts, Attitudes, and Treatment of Mental Illness."	Speaker could be a representative from a mental hospital or mental health clinic, or a professional mental health worker (such as a school psychologist, school social worker, psychiatrist, psychiatric social worker, psychiatric nurse).

Bibliography

1. Baxter, Laura, Justin, Margaret and Rust, Lucille. *Sharing Family Living*. Chicago: J. B. Lippincott Company, 1951.
2. Henry, William E. *Exploring Your Personality*. Chicago: Science Research Asscciates, 1952.
3. Nicoll, James S., Foster, Julia and Bolton, William. *Your Health Today and Tomor ow*. Forest Park, Illinois: Laidlaw Brothers, Inc., 1959.
4. Otto, James H., Julian, Cloyd J. and Tether, J. Edward. *Modern Health*. New York: Henry Holt and Company, 1959.
5. Remmers, H. H. and Hacket, C. G. *What Are Your Problems?* Chicago: Science Research Associates, 1950.
6. Shacter, Helen, Jenkins, Gladys, Jenkins, Gardner and Bauer, W. W., *Into Your Teens* "Health and Personal Development Services." Chicago: Scott, Foresman & Company, 1959.
7. Stevenson, George S. *How To Deal With Your Tensions*. New York: National Association for Mental Health, 1957.

FAMILY LIVING — Grades 10-12

Unit V

FAMILY LIVING (Grades 10-11-12)

INTRODUCTION

It is important that the health teacher have the approval of the superintendent and principal before he starts this unit. The teacher should avoid discussion of birth control methods, contraceptives, sexual techniques, and venereal disease prophylaxis. These topics should be referred to the family physician or to the minister.

Due to the increase in teenage marriages there has been a tremendous increase in the divorce rate of these young people. It has been shown that in states where these subjects are taught the number of divorces has been lowered. Too often teenagers are not aware of the responsibilities of married life. They need to fully understand the damage which may result when emotions are not properly controlled. Emphasis needs to be placed on moral values and of setting standards for oneself. The great increase in the number of illegitimate children shows the need for such teaching.

Most teachers heartily agree that many of these ideas should be taught at home. Many parents have felt inadequate or have been lax, and it falls to the teacher to be sure sex education supplements the family instruction.

COMPETENCIES

1. To understand the role of the family in society.
2. To understand the effects of modern living upon the family.
3. To realize his place in the family, the diversity of interests, capabilities and feelings of other members of the family.

COMPETENCIES (Cont'd)

4. To understand his parents, and to improve his relationship with them.
5. To form a concept of the type of home and family he wants to establish, and how to plan for and develop a family.
6. To understand dating problems.
7. To evaluate the qualities desirable in a mate.
8. To understand why society has moral values and codes of conduct and to realize what is meant by emotional maturity.
9. To understand the physiological process of conception and birth, and to remove superstitions and fear of pregnancy.
10. To understand the responsibilities he or she assumes in the marriage contract, and to realize its privileges and obligations.
11. To realize the causes and effects of broken homes; and to know that there are people to whom one may turn for counsel.
12. To understand his role as a parent and to help him be able to answer children's questions concerning sex at various age levels, and to develop a wholesome attitude.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Appreciates his family, is cooperative, loyal and responsible.	1. Class discussion of the ways in which the American family differs from those of other countries. Discussion of how the American family has changed since World War II. What led to these changes? May be desirable to compile a chart showing the various racial and religious backgrounds of the families represented in the class. Discussion of how festive occasions are observed by class members, and of how they have changed in the last 25 years. Ask class to ask their parents and grandparents about these changes.	American Social Health Association. "The Family—A Focal Point in Education." Consultants — their parents and grandparents. Films: *Family First*, New York State Youth Commission. *Family Circles*, McGraw-Hill Book Co. *Family Life*, Coronet.
2. Appreciates his brothers and sisters, and tries to improve his relationships with them.	2. Make a list of the things which you like and dislike about your brothers and sisters. Ask them what they dislike about you. After these have been summarized, discuss how these differences could have been resolved. Have those in the class who are an only child—list the advantages and disadvantages— Discuss problems of: a. Being the oldest child in the family. b. Being the youngest child in the family. c. The place of the middle child in the family. d. A large family.	Science Research Associates *Life With Brothers and Sisters.* *Helping Brothers and Sisters.* *Helping Brothers and Sisters Get Along.* Filmstrip: *Getting Along With Brothers and Sisters*, McGraw-Hill Book Co. Film: *Sibling Relations and Personality*, McGraw-Hill Book Co. *Sibling Rivalries and Parents*, Coronet.

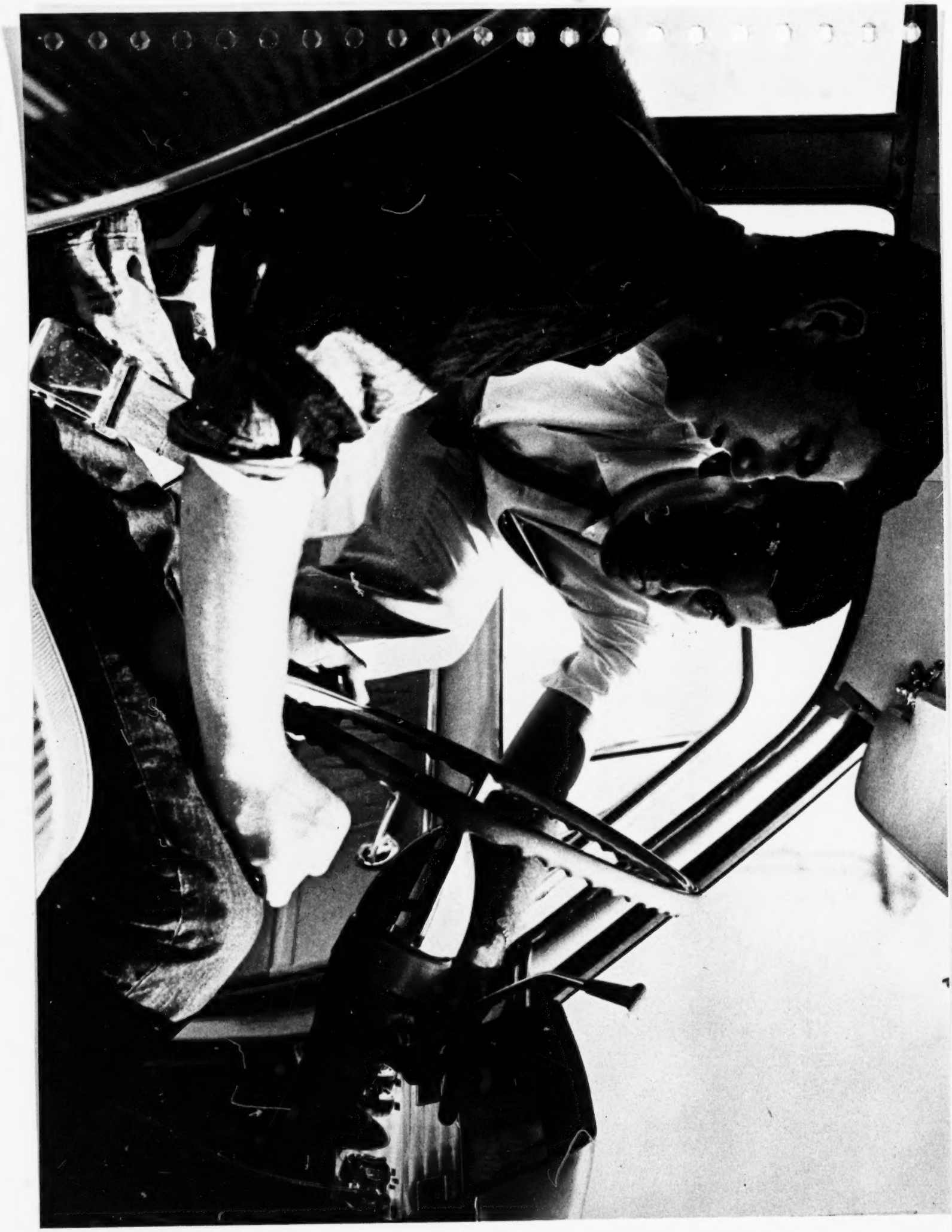
DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	Discuss how members of a family can share duties and responsibilities.	
3. Understands the reasons for differences of opinion between parents and children. Respects the opinions of others. Has respect for older persons and for those in authority.	3. Ask each member in the class to list the most common areas of disagreement. Have a forum discussion between 3 members of the class and 3 parents (not those of students in the class). Discuss these issues. Next day follow-up the forum with a discussion as to how to solve these differences, and how to cooperate with parents. Have a panel on—Why society needs controls even in a democracy? Discuss use of the family car.	Films: *Getting Along With Parents,* *How to Live With Parents,* Science Research Associates. *Keeping Up With Teen-Agers,* Public Affairs Pamphlets. *The Adolescent In Family,* U.S. Department of Health Education and Welfare. Filmstrip: *Parents Are People,* McGraw-Hill Book Co. Film: *You and Your Parents,* Coronet. *Appreciating Our Parents,* Coronet. *Getting Along With Parents,* Encyclopedia Britannica Films.
4. Establishes ideals, standards and concepts of the kind of home and family he wishes to have.	4. Discussion of desirable qualities to be developed in school and out—to assure future success and happiness.	Film: *This Charming Couple,* McGraw-Hill Book Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
5. Knows how to ask for a date, proper conduct on a date, how to avoid improper relationships.	5. Discuss these problems in class. Establish a question box so that questions he feels too embarrassed to ask may be placed in box and discussed in class. Discussion of advantages and disadvantages of "going steady". Discussion of the need for moral values. Appoint a committee to draw up a code of conduct which they feel is useful, followed by a class discussion of it. Have girls list their responsibilities. Have boys list their responsibilities. Make entire list available to the class. Write an unsigned article "The Kind of Person I Want to Be"--use for class discussion.	Science Research Associates Pamphlets: *Dating Days.* *Growing Up Socially.* *Where Are Your Manners?* *Your Behavior Problems.* *What Are Your Problems?* American Health Association, *Everyone Should Know.* Leaflets from Ladies Home Journal, *Going Steady* and *Know Your Girl.* Filmstrip: *What About Dates?*, McGraw-Hill Book Co. Film: *What to Do On A Date,* Coronet. *How To Say No,* Coronet. *Date Etiquette,* Coronet.
6. Understands the value of courtship and the purpose of the engagement period.	6. Discussion of the purposes of courtship, accepted practices, selection of a mate, how do you know the difference between love and infatuation.	Pamphlets: *Looking Ahead to Marriage,* Science Research Associates. *So You Think It's Love,* Public Affairs Pamphlets.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
		Films: *How Do You Know It's Love?*, Coronet. *Are You Ready For Marriage?*, Coronet. *Choosing For Happiness*, McGraw-Hill Book Co. Pamphlets: *Understanding Sex*, Science Research Associates. *Menopause—Is It A Change of Life?*, State Department of Public Health. *Your Own Story*, University of Minnesota. Film: *Your Body During Adolescence*, McGraw-Hill Book Co. *From Generation to Generation*, McGraw-Hill Book Co. *Human Heredity*, E. B. Brown Trust. *Human Reproduction*, McGraw-Hill Book Co.
7. Understands the physical and emotional characteristics of adolescents. Understands the reproductive process.	7. Discussion of physical growth characteristics of boys and girls. Discussion of the causes of these changes. Discussion of the physiology of reproduction. Make a chart display to show the developmental tasks of an adolescent.	
8. Is able to constructively direct one's emotions.	8. Review of the basic emotions. Discuss some examples of emotional immaturity:	*Act Your Age*, Coronet. *He Acts His Age*, McGraw-Hill Book Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
Realizes that emotional maturity does not necessarily have a connection with chronological age.	"Show-off driving" "Loud talking" "Not accepting criticism" "Bride goes home to mother when husband criticizes her cooking."	Films: *Farewell to Childhood*, State Department of Public Health. *Shy Guy*, Coronet. *Shyness*, McGraw-Hill Book Co. *Understanding Your Emotions*, Coronet.
9. Realizes the seriousness of marriage. Knows the adjustments to be made in married life. Knows how to make and use a budget. Knows the marriage laws of Illinois.	9. Discuss the responsibilities and obligations of marriage. Interview people who have been married in the past three years and ask them what they think are the important adjustments. Prepare a budget for a newly married couple. What expenses should be included? How do you use a budget?	Films: *Your Family Budget*, Coronet. *Marriage Today*, McGraw-Hill Book Co. *Early Marriage*, E. C. Brown Trust.
10. Knows that many teenage marriages result in divorce. Knows how to cope with differences of opinion. Knows to whom to turn for counsel.	10. Discussion of the causes and effects of divorce. Report by a member of the class on the number of teenage divorces. Discussion of inter-faith marriage problems. What are the problems which arise and how can they best be solved? Discussion of financial problems—saving, insurance, installment buying. Discussion of how marriage counselors, and clergymen aid in solving marital difficulties.	*Marriage Counseling*, Young America Films. *Marriage and Divorce*, March of Time.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
	Reasons for divorce: a. Boredom and monotony b. Inability or selfish unwillingness to adjust	
11. Knows how to answer children's questions concerning sex. Knows how to formulate wholesome attitudes.	11. Discussion of how to answer a 3 year old who asks "Where do babies come from?" Discussion of the information a parent should give a sixth grader, a tenth grader, a twelfth grader. Discussion of what constitutes wholesome attitudes.	Pamphlets: American Social Health Association, *Let's Tell the Whole Story About Sex.* (Also available on records). Personal Products Corporation, *How Shall I Tell My Daughter?* Metropolitan Life Insurance Co., *Understanding Your Young Child.* *Preparing For Parenthood.* *The Gift of Life.* Illinois Department of Mental Health. Public Affairs Pamphlet, *How to Tell Your Child About Sex.* Science Research Associates, *What You Should Know About Parenthood.* Child Study Association, *When Children Ask About Sex.* Joint Committee on Health Problems in Education AMA-NEA, *Preparation For Marriage.*



FIRST AID, SAFETY AND HOME CARE OF THE SICK — Grades 10-12

Unit VI FIRST AID, SAFETY, AND HOME CARE OF THE SICK (Grades 10-11-12)

INTRODUCTION

Through a study of this unit the student should understand the need for and importance of adequate training in first aid, safety, and home care of the sick.

Safety means pursuit of normal demands of life in an environment in which hazards are reduced to a practical minimum and the behavior of the students is adapted toward optimum safety. The individual that is safety-minded will avoid many accidents and injuries as he carries out his activities at home, in school, at work and during recreation. The emphasis should be placed on the actual practice of safety habits.

Since some accidents will occur in spite of precautions and education, emphasis should also be placed upon learning proper first-aid procedures to insure doing the proper thing at the proper time if an emergency should occur. Proper first aid measures can reduce suffering, be instrumental in speeding up subsequent recovery, preventing permanent disability, and saving life.

Certified instructors should teach Safety and First Aid so that standard Red Cross Certificates may be issued to those who successfully complete the course.

COMPETENCIES

1. To prepare students to administer first aid to themselves and others.
2. To understand that first aid includes *only* the immediate and temporary care given to a victim of an accident or sudden illness *until* the services of a physician can be obtained.
3. To know what to do and what not to do to prevent the occurance of an added injury or danger to a victim.
4. To create an active interest in the prevention of accidents—know common causes and procedures of accidents.
5. To make students constantly alert to the promotion and teaching of safety—to be safety conscious in fields of education recreation, traffic, family life, home management, household equipment, hobbies, and occupational hazards.

COMPETENCIES (Cont'd)

6. To have a workable knowledge of: Control of hemorrhage; artificial respiration; poisons; treatment of shock; treatment of wounds; burns and ill effect of heat and cold; injuries to bones, joints, and muscles; bandaging; common emergencies; transportation of injured and ill.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Is able to control hemorrhage and knows the importance of prompt action.	1. By learning to do— 1. Digital Pressure (Direct pressure on the wound) 2. Arterial pressure (finger pressure on brachial or femoral artery) 3. Tourniquet (as last resort)	Charts—American Red Cross. Film—American Red Cross. Filmstrip, McGraw-Hill Book Co. First Aid Series.
2. Knows the method of starting breathing by use of artificial respiration. Knows the importance of prompt action in preventing death from electrocution, drowning, gas, poisoning, and poisonous drugs. Knows precautions persons must take when administering first aid.	2. 1. Mouth to mouth method 2. Chest Pressure-arm lift method 3. Back Pressure-arm lift method 4. Desirable to demonstrate to parents film on mouth to mouth breathing at P.T.A. meeting. When practical visit local Red Cross Chapter and see equipment and hear of available services or schedule of units.	Charts—American Red Cross. Pamphlets—American Red Cross. Film—American Red Cross.
3. Knows the first aid treatment for poisoning.	3. 1. To dilute them 2. (except as advised) to induce vomiting.	*First Aid Instructor's Manual and Charts*, American Red Cross.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
4. Knows how to prevent poisoning.	4. a. By class discussion on hazards in home. b. Study of antidote and use.	Newspaper clippings.
5. Knows first aid for shock.	5. Recognition of early signs and treatment of shock. To understand the cause of shock.	American Red Cross Book.
6. Knows how to prevent wounds.	6. Causes of wounds.	American Red Cross First Aid Book.
7. Knows first aid for wounds.	7. Types of wounds First aid treatment of wounds Dangers of infection	Pictures and recognition of wounds. Models to show wounds. Safety experts.
8. Knows first aid for burns and extreme heat and cold.	8. Recognize degree of burn. To know economic and phychological effects of burns. Escape from fire, and safety measures. Teaching good housekeeping and safety measures. Study of causes, treatment, and prevention of sunburn, chemical burns, heat exhaustion, heat stroke, heat cramps, and frostbite.	*First Aid Instructor's Manual,* American Red Cross. American Red Cross films and charts. *Local Fire Chief.* *Posters.*
9. Knows importance of preventing auto accidents.	9. Discussion of the causes of auto accidents, importance of proper mental attitude and need for driver education.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
10. Is able to recognize and deal with injuries to bones, joints and muscles.	10. Types of fractures	Textbooks. American Red Cross Films.
11. Knows bandaging and how to improvise a bandage.	11. a. Anchoring a bandage b. Circular turn c. Open and closed spiral d. Figure of eight e. Recurrent turns f. Arm sling—triangular bandage g. Head and ankle bandage	American Red Cross Personnel. American Red Cross Textbook. Booklet: *Challenge of Safety Education,* Office of the Superintendent of Public Instruction, Springfield, Illinois.
12. Is able to recognize and give first aid for: Heart disease Apoplexy Simple fainting Epileptic seizures Unconsciousness Foreign body in the eye Foreign body in throat and air passage.	12. By reading and class discussion of text books and case examples. a. Signs and symptoms of each mentioned b. First aid for each	Textbook. Research groups. Local physicians.
13. Knows methods of transportation of the sick and injured.	13. Discussion of when to move victims and when not to move them. Study splinting and Lifts and carries: 1-man carry, 2-man carry, 3-man carry Practice traction blanket lift and methods of moving	Demonstrations by local firemen; Civil Defense officials; Boy and Girl Scout officials; and American Red Cross personnel.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
14. Gains a basic knowledge of how to care for the sick and injured.		
a. Reading thermometer	Demonstration	School nurse or a visiting nurse.
b. Keeping temperature charts	Keeping own temperature chart for two weeks.	American Red Cross Home Nursing Book.
c. Taking pulse and checking respiration	Demonstration and practice	Pamphlets.
d. Making bed	Demonstration and practice	Films.
e. Moving patient in bed	Demonstration and practice	
f. Bathing patient	Demonstration and practice	
g. Rubbing back	Demonstration and practice	
h. Bed pan usage	Lecture, demonstration and practice (patient wearing pajamas when feasible)	
i. Giving medicine prescribed by physician	Lecture-discussion on giving pills and liquid when prescribed by physician	
j. Feeding patient	Planning a diet, for patients with different illnesses, as prescribed by physician.	

Bibliography

1. American National Red Cross. *First Aid Instructor's Manual.* Washington, D.C.: American National Red Cross, 1946.

CHOCKS
CHOCKS
CHOCKS
CHOCKS
10¢
Crest
Stripe
Fluoride
COLGATE
Fluoride

Unit VII

CONSUMER HEALTH (Grades 10-11-12)
(Medical Services, Insurance, Patent Medicines, Consumer Education)

INTRODUCTION

As a student completes his high school education and enters the adult community, his personal health knowledge, attitudes, and practices will greatly affect his and his family's future. He should be able to make an intelligent choice of a physician. He should know the advantages of adequate health and accident insurance coverage, and know what health services are available in the community. These are some of the responsibilities the adult assumes for himself and his family. The soundness of the decision in these matters will materially affect the financial as well as the physical well-being of the family.

It is important that students know how to evaluate what they read, hear, and see. Teachers must be prepared to have these evaluations discussed and applied.

COMPETENCIES

1. To know how to make an intelligent choice of a personal physician and dentist.
2. To be familiar with local, state, national and international health organizations.
3. To have a useable knowledge of health and accident insurance programs.
4. To be familiar with types and functions of hospitals.
5. To be an intelligent patient.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Learn the characteristics of a good physician and surgeon.	1. Study textbook and other resource materials on training, licensing, and certificating physicians and dentists. Check local hospitals for attending physicians and surgeons.	Encyclopedias.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
2. Knows the differences in services of various health specialists.	2. Check local telephone director for types of medical personnel and describe what each does. Have a local physician explain the work of different specialists. Ask different specialists what preparation they have had and how they were licensed.	Pamphlets: *How To Choose A Doctor,* American Medical Association. Pamphlets obtainable from: American Dental Association.
3. Understands the preparation, licensing and certificating of persons practicing medical services.	3. Contrast work of: optician, optometrist, ophthalmologist, etc. Study professional requirements and licensure for chiropractor, osteopath, and medical doctor (M.D.). Consult local medical society for membership criteria and listing. Study state and national laws governing the practicing of health professions. Determine local, state, and national organizations which affect certification.	State Department of Public Health.
4. Knows career opportunities in various health areas.	4. Talk with counselor concerning education needed, and requirements for becoming a physician, dentist, nurse, pharmacist, physical therapist, health educator, psychologist and social worker.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
5. Is able to identify quacks and frauds.	5. Study text and resource material on characteristics of quackery and fraud. Be discriminating about all popular information on health. Analyze ads in local papers and magazines, TV and radio for "sure cures" and "fast treatment." Bring health "gadget" to school. Discuss claims for treatment. Check *Consumers Research* or report of Bureau of Investigation, American Medical Association for evaluation of "gadget." Compare claims made by quacks with those made by licensed doctor. Consult local medical society for membership criteria and listing. Compare claims made by quacks with those made by licensed physicians.	Pamphlet: *Facts You Should Know About Health Quackery*, National Better Business Bureau.

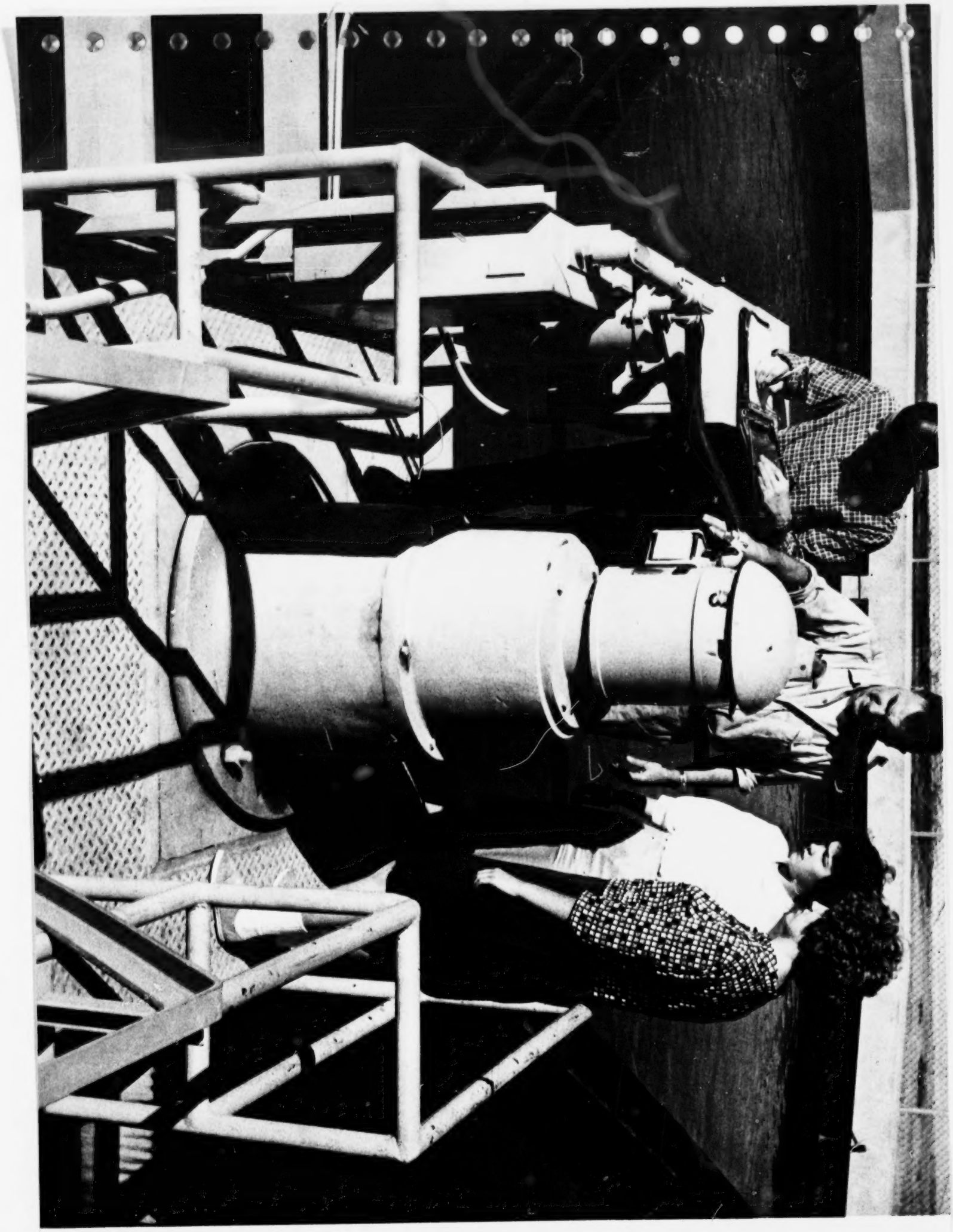
DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
6. Avoids self-medication and treatment.	6. Review material learned previously on fads and fallacies. Read material in text and other resources. Study Federal Pure Food, Drug, and Cosmetic Act in relation to medications. Bring in ads for patent medicines and labels or cartons from medicines: study listed claims and contents. Discuss common practice of asking druggist about medication for self-diagnosed illness. Ask local druggist and doctor to talk to class on "over-the-counter cures" and acceptable non-prescription drugs and medications. Determine how much money a person or family spends on patent medicines annually. Develop criteria to aid in evaluation of products and services.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
8. Learns what health agencies are located in his community (city, county, state, and nation). Knows what services these organizations offer the individual. Is familiar with the volunteer health organizations that are active in his community.	8. Study text on government and volunteer health agencies and organizations. Consult local telephone directory for listing of organizations in community. Invite representatives of agencies and organizations to talk to class on services available. Send committees to visit and report on local agencies.	Nicoll, James S. and others. *Your Health Today and Tomorrow*, Laidlaw Brothers, Inc. Otto, James H. and others. *Modern Health*, Henry Holt Co.
9. Appreciates the value of sound planning for medical and hospital care. Understands the differences between coverage of group and individual health and accident insurance policies.	Study text Call in several insurance agents to present available plans; compare costs and coverage. Contrast coverages of insurance companies with actual hospital and medical costs. Bring to class specimen insurance policies and compare cost, coverage, etc.	Reference: *Dictionary of Occupational Titles* Materials from: State Department of Public Health. American Medical Association. American College of Physicians. Metropolitan Life Insurance Co. Reader's Guide.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
10. Knows hospitals, nursing homes, convalescent homes, and services provided.	10. Visit different hospitals and homes in community. Discuss differences in care, costs, licensing, certification. Ask managers of hospitals to talk to class about facilities.	
11. Puts knowledge gained into practice.	11. Review salient points of above experiences. Discuss preventive medicine, health examinations, and sound health and safety practices with prompt care of illness and injury in terms of cost, loss of time, and social and emotional effects on the family. Self-check and family check on adaptation of knowledge.	

Bibliography

1. Nicoll, James S., Foster, Julia and Bolton, William. *Your Health Today and Tomorrow.* Forest Park, Illinois: Laidlaw Brothers, Inc., 1959.
2. Otto, James H., Julian, Cloyd J. and Tether, J. Edward. *Modern Health.* New York: Henry Holt Company, 1959.



INTRODUCTION

Public Health as an organized movement in the United States began in 1850. Shortly thereafter, national, state and local health agencies were formed. The work of these agencies was directed to the prevention and cure of disease and particularly to the control of epidemics. Scientists, in discovering the role of microorganisms in disease, opened up a whole new era in health science. Some kind of organization—a community and public health program—was needed to use and direct these tools for the benefit of mankind.

The agencies set up for this purpose provide the public with educational information, care and help of the deserving and a health research program.

COMPETENCIES

1. To understand the needs, purposes and services of public health.
2. To understand the valuable contribution of all health agencies to the welfare of all people.
3. To know that some health services can be provided only by groups working together.
4. To realize that many people do not make good use of the health services that are available to them.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Knows the responsibility of the local health agency.	1. Study the vision and hearing testing program. Who is tested and by whom? What are the objectives? Discuss the financing of local health program. Study the nurse assignments to schools. Discuss the need of indigent care in terms of resources of the community.	Pamphlet: *A Doctor for Your Community,* American Medical Association. Film: *U.S. Public Health Service,* Washington D.C. Pamphlet: *The Public Health Nurse,* Publication No. 47, U.S. Department of Health, Education and Welfare.
2. Learns of the contributions made by local voluntary organizations and how they are financed.	2. Have representatives of voluntary health organizations speak to the class. Study the mechanics of tests and immunizations. Discuss bond issues for needed funds and how they are financed. Have students interview representatives of voluntary agencies.	Films from: American Heart Association. American Cancer Society. American Red Cross. Publication: Bachman, A. W. & Associates, *Health Resources in the U.S.,* Brookings Institution, Washington Aetna Life Insurance Co.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
3. Appreciates fact that management and labor strive to improve the health conditions in business and industry.	3. Have pupils visit the Chamber of Commerce and Labor Unions and report on 1) type of community industries, 2) types of occupations, 3) health improvements for which they are striving 4) hazards in business and industry	
4. Realizes that concerted community effort is necessary to provide adequate community sanitation.	4. Trace sewage from home and school to treatment. Have sanitary engineer discuss local sanitation problems. Investigate methods used in your school community and home to dispose of trash and garbage. Discussion of air pollution in community.	Pamphlet: Maisel, Albert, *Your Neighbor's Health is Your Business*, Public Affairs Pamphlets. *Films:* Encyclopedia Britannica Films. Byrd, Oliver E. *Health Instruction Yearbook*. Stanford University Press.
5. Knows the advantages and disadvantages of caring for ill people in hospitals rather than in homes. Realizes the danger of self-medication and to appreciate the necessity of professional medical assistance.	5. Discuss the care of the aged. Discuss the group refusing medical attention. Discuss when the patient can best be cared for in the hospital? When can he be cared for at home?	*Films:* United World Films, Inc. Leaflets from United Nations and World Health Organization.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
6. Knows the work of local, state, and federal public health departments.	6. Discussion: Which governmental health agency is responsible for what health problems.	
7. Knows what the World Health Organization has accomplished.	7. Reports on World Health Organization.	
Knows what types of diseases are prevalent in other countries.		

COMMUNICABLE AND NON-COMMUNICABLE DISEASES — Grades 10-12

BLANK PAGE

Unit IX COMMUNICABLE, CHRONIC, AND DEGENERATIVE DISEASES (Grades 10-11-12)

INTRODUCTION

Communicable Disease:

Infectious diseases have been over-powering man for centuries, but our present civilization appears to be able to fight this dreaded enemy on almost even terms. This is due to the many scientists and research workers.

As young people and as prospective parents, a general understanding of the infectious diseases is especially important to the "teenage" group.

Non-Communicable Disease:

This phase may not be as "spine-tingling" to the general public as communicable disease because "transmission" and "contagion" do not enter the picture; still we must not forget that the "top killers" in our society fall in this category. The picture, however, is not as frightening as it appears. The increase in non-communicable diseases is partly due to the fact that more people are surviving the former killers among communicable diseases and living to the age when the chronic and degenerative diseases most commonly strike. More attention is being given to the care of the aged and their problems.

COMPETENCIES

1. To become aware of the ways communicable diseases are spread, their causes, and signs and symptoms.

COMPETENCIES (Cont'd)

2. To become aware of the symptoms, causes and care of non-communicable diseases.
3. To become aware of how one may protect himself and others from disease.
4. To understand that the individual, the home, the school and the community must share cooperatively the responsibilities for disease prevention and control.
5. To acquire an appreciation for the contributions of scientists in the field of health and an understanding of the part these contributions have played in the prevention and control of disease.
6. To understand the importance to the health of the community of a pure water supply and the safe treatment of sewage and garbage, and air pollution.
7. To recognize and appreciate the contributions which public and voluntary health agencies make to the health of the nation and the contributions the World Health Organization has made.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
1. Understands the need for following the public health regulations and for improving health services.	1. Collect literature from reliable health agencies concerned with the prevention and control of disease; study and discussion.	Otto, James H. and others, *Modern Health*, Henry Holt Co. Clemensen, Jessie W. and LaPorte William Ralph, *Your Health and Safety*, Harcourt, Brace Co. Wilson, Bracken, Almack, *Life and Health*, Bobbs-Merrill Company, Inc.
2. Learns discretion in the acceptance of scientific facts for personal protection against communicable and non-communicable diseases.	2. Listen to speakers from local health department or hospital.	Chart: "Communicable Diseases" from State Department of Public Health. Leaflets available on specific diseases.
3. Recognizes contributions and services of health agencies to the welfare of the people individually and collectively.	3. Read current information about respiratory diseases, tuberculosis, poliomyelitis, and other common communicable diseases —making reports to class.	Pamphlets and Films from: American Public Health Association. American Cancer Society. American Tuberculosis Society. American Heart Association. (Order above through County Chapters).
4. Recognizes the need for accepting group and individual responsibility for prevention and spread of any communicable diseases.	4. Make use of own local health agencies, hospitals, physicians, school health department and clinics. (Physicians are usually willing to come for an hour on their day off if contacted several weeks in advance).	Metropolitan Life Insurance Co. American Diabetic Association.
5. Recognizes general signs and symptoms of common childhood diseases.	5. Make a list of the childhood diseases experienced. Discuss how they could have been prevented. Discuss any after effects of the disease.	

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
6. Understands the methods of transmission, incubation periods, contagious periods, and quarantine and isolation practices. Realizes that cleanliness is important in preventing disease.	6. List and discuss living habits necessary to prevent and avoid contagion. Emphasize cleanliness. Report on general types of bacteria, fungi, protozoa, and viruses which cause disease.	Films: *Antibiotics*, EBF. *The Atom and Medicine*, EBF. *Cancer*, EBF. *Community Health and You*, McGraw-Hill Book Co. *Control of Body Temperature*, EBF. *Immunization*, EBF. *How Our Bodies Fight Disease*, EBF. *Body Fights Bacteria*, State Department of Public Health. *Man Against Microbes*, State Department of Public Health.
7. Understands difference between acquired and natural immunity; understands accepted preventive and control measures.	7. Make class survey regarding innoculations—type and when received. Discuss each disease. Do any need renewal or booster shots? Need of immnuization for travel.	
8. Appreciates value of preventive measures in regard to degenerative diseases and with problems of the aged.	8. Observe films, exhibits, charts, etc. on cancer, heart disease, diabetes, kidney ailments, chronic rheumatism and others. Precede and follow each film by class discussion.	Films: *Confessions of a Cold*, State Department of Public Health.
9. Recognizes early signs and symptoms of non-communicable diseases and need for early diagnosis and treatment; knows where and from whom to seek help.	9. List living habits which affect prevention of non-communicable diseases. What is the danger of obesity?	*Preventing the Spread of Disease*, State Department of Public Health. *Common Heart Disorders and Their Causes*, Local Heart Association.

DESIRED OUTCOMES	SUGGESTED LEARNING EXPERIENCES	SUGGESTED RESOURCES
10. Protects feet against common foot disorders.	10. Discuss school and home methods of preventing what is called "athlete's foot."	*Community Health and You*, State Department of Public Health.
11. Understands types of diseases spread by rodents, insects, household pets, and other animals.	11. Discuss how to prevent flies, mosquitoes and rodents from spreading disease. Discuss the proper care of pets. Prepare a list of the diseases transmitted by rodents and insects. Tell how the diseases are transmitted.	*Your Health in the Community*, State Department of Public Health.
12. Understands how the local water supply is obtained and treated.	12. Class or committee visit local water treatment plant and report to the class.	State Department of Public Health.
13. Understands how sewage and garbage are treated.	13. Committee report to class on disposal of sewage and garbage. Class make list of diseases which could result from unsanitary conditions. What State Laws are involved?	University of Illinois Film Bureau. Southern Illinois University Audio-Visual Center.
14. Understands the frequency and prevalence of respiratory illnesses.	14. Survey class for number of hours lost from school by colds.	
15. Understands the care and precautions one should take when traveling.	15. Discuss federal regulations for admission or re-entrance into the United States of America. What immunizations are desirable?	Contact customs office for regulations.

Bibliography

1. Clemensen, Jessie W. and LaPorte, William Ralph. *Your Health and Safety.* New York: Harcourt, Brace & World, Inc., 1946.

2. Otto, James H., Julian, Cloyd J. and Tether, J. Edward. *Modern Health.* New York: Henry Holt Co., 1959.

APPENDICES

A. Lesson Plan for the Study of the Eye (Grades 10-11-12) 188

B. Lesson Plan for the Study of Diabetes (Grades 10-11-12) 190

C. Resolutions on School and College Health Education and Physical Education 194

D. Office of the Superintendent of Public Instruction: Chart 197

E. Department of Public Health: Chart 198

F. Selected Sources of Health Education Materials 199

APPENDIX A LESSON PLAN FOR THE STUDY OF THE EYE (Grades 10-11-12)

Objectives:

1. To review the location and function of the parts of the eye.
2. To understand the care of the eyes.
3. To know the difference between an: ophthalmologist, optometrist, and optician.

Suggested Procedure:

1. Explain the model of the eye to the class. Name the parts, and tell their functions. Have class label the parts of the eye on a diagram. Have a report from a committee who e. found out the work of one of the following: ophthalmologist, optometrist, or optician. Know who the local people are in these fields.

2. Discuss the care of the eyes:

   a. How to avoid diseases of the eye.

   b. Proper lighting for reading, studying, and sewing.

   c. How to remove a foreign body from the eye:
      (1) Lower lid.
      (2) Upper lid.

   d. How to view television.

3. Have reports on:

   a. Eye banks—Corneal Transplants.

   b. Cataracts—senile and traumatic.

   c. Glaucoma.

   d. Astigmatism.

   e. Color blindness.

   f. Styes.

   g. Training of the blind and their seeing eye dogs.

APPENDIX B LESSON PLAN FOR THE STUDY OF DIABETES (Grades 10-11-12)

Objectives:

1. To understand the symptoms of diabetes.
2. To understand the effects of diabetes.
3. To understand how a person can adjust to the disease.
4. To learn how the disease is detected.
5. To know that there is a tendency for it to run in families.

Motivation:

Determine how many students have parents or grandparents who have the disease, and how many know someone who has the disease. What are some of the problems that they have?

Discuss in class the symptoms of diabetes, or have the students make reports from leaflets secured from the State Department of Public Health or from the American Diabetes Association.

Demonstrate the clinitest in class—5 drops of urine, 10 drops of water, and one clinitest tablet. Show various reactions. Many girls work as nurses aides and are asked to run this test. Be careful never to make a diagnosis—refer any suspicious reactions to the school nurse and then to the family physician.

Faulty testing, or too much sweet foods for breakfast will show a positive reaction. Discuss "Why people develop diabetes?" Pancreas does not secrete insulin and the glucose is not properly used by the body.
Discuss "What kind of people develop diabetes?" Points to consider:

1. People with diabetic relative—heredity plays a strong role.
2. People over forty.
3. Women more often than men.
4. People who are overweight.

Discuss how the diabetic can live with his disease. Attach importance to:

1. Correct diet.
2. Proper amount of exercise.
3. Use of insulin—kind and amount.
4. Insulin reactions.
5. Diabetic coma.
6. Identification—cards or bracelets.

Ask students to notice in food markets the shelves of food for diabetics.

Evaluate knowledge and understanding gained.

Examples of selected test items:

1. List three symptoms which may be indicative of diabetes:

   A. _____

   B. _____

   C. _____

2. Name the gland which secretes insulin. _____

3. What is the Clinitest?

   _____

   _____

4. What three factors must a diabetic keep in balance in order to adapt best to the disease?

   A. _____

   B. _____

   C. _____

5. What did you observe about the diabetic foods you saw in the store?

   _____

   _____

   _____

6. What is the difference between a diabetic coma and an insulin reaction?

_____

_____

_____

7. What may be the after effects of diabetes?

_____

_____

8. Who is most apt to get diabetes?

A. _____

B. _____

C. _____

D. _____

Show film:

The Story of Wendy Hill.

APPENDIX C RESOLUTIONS ON SCHOOL AND COLLEGE HEALTH EDUCATION AND PHYSICAL EDUCATION*

The Board of Trustees, believing that health education and physical education in schools and colleges should be an integral and basic part of such educational institutions, approved the following resolutions for submission to the House of Delegates for its consideration.

*PASSED BY HOUSE OF DELEGATES OF THE AMERICAN MEDICAL ASSOCIATION

Miami Beach, Florida in June, 1960.

Endorsed by the Council of the Illinois State Medical Society

APPENDIX C RESOLUTIONS ON SCHOOL AND COLLEGE HEALTH EDUCATION AND PHYSICAL EDUCATION

SCHOOL AND COLLEGE HEALTH EDUCATION

WHEREAS, The rapid advances in medicine can be fully utilized only when the people are properly informed about them, motivated to use them wisely, and willing to accept personal responsibility for health; and

WHEREAS, Health instruction programs in schools and colleges offer a unique opportunity for the teaching of the necessary health concepts and principles to all of our people during their formative years; and

WHEREAS, The American Medical Association through its Joint Committee on Health Problems in Education with the National Education Association, its Department of Health Education, and other departments and councils has stimulated and supported such teaching; and

WHEREAS, Good health significantly assists the individual to achieve his optimum personal potential and to make his optimum contribution to community and national welfare; and

WHEREAS, In the current re-evaluation of school and college programs, it is important to give careful consideration to instruction in the science of healthful living in the curriculum; therefore be it

RESOLVED: That the American Medical Association reaffirm its longstanding and fundamental belief that health education should be an integral and basic part of school and college curriculums and that state and local medical societies be encouraged to work with the appropriate health and education officials and agencies in their communities to achieve this end.

APPENDIX C RESOLUTIONS ON SCHOOL AND COLLEGE HEALTH EDUCATION AND PHYSICAL EDUCATION

SCHOOL AND COLLEGE PHYSICAL EDUCATION

WHEREAS, The medical profession has helped to pioneer physical education in our schools and colleges and thereafter has encouraged and supported sound programs in this field; and

WHEREAS, There is increasing evidence that proper exercise is a significant factor in the maintenance of health and the prevention of degenerative disease; and

WHEREAS, Advancing automation has reduced the amount of physical activity in daily living, although the need for exercise to foster proper development of our young people remains constant; and

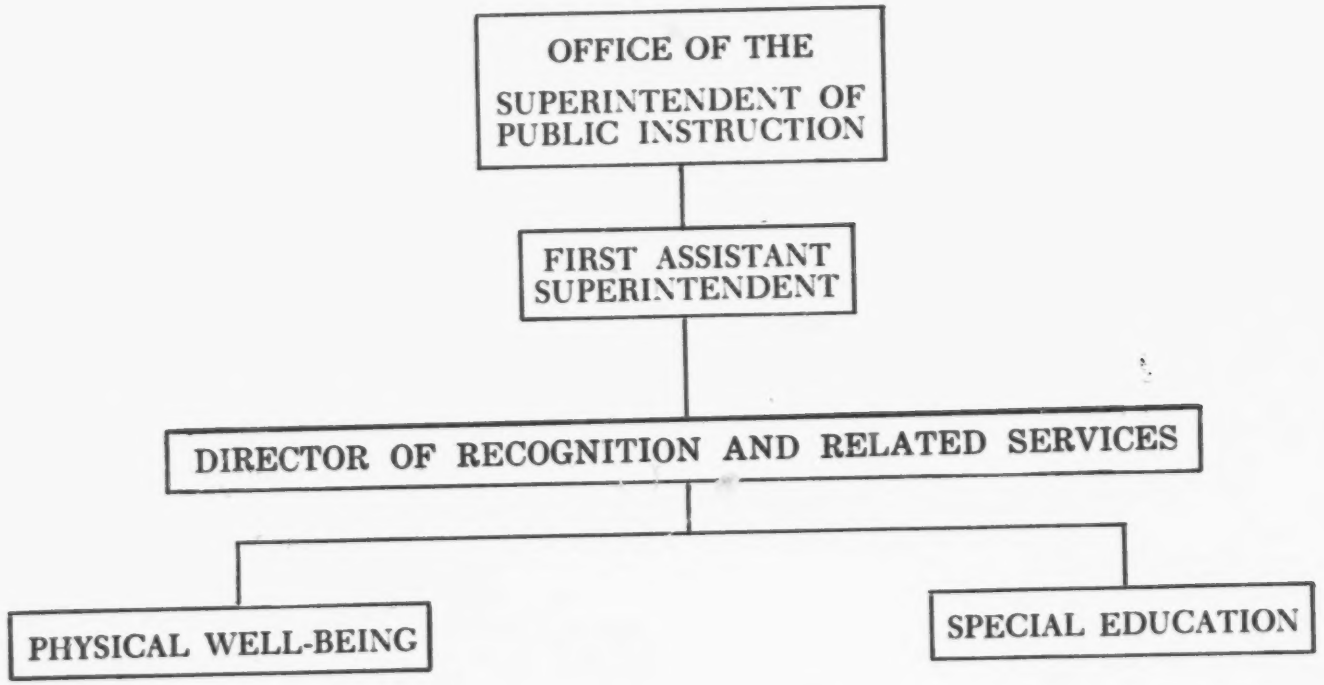
WHEREAS, There is a growing need for the development of physical skills that can be applied throughout life in the constructive and wholesome use of leisure time; and

WHEREAS, In an age of mounting tensions, enjoyable physical activity can be helpful in the relief of stress and strain, and consequently in preserving mental health; therefore be it

RESOLVED: That the American Medical Association through its various divisions and departments and its constituent and component medical societies do everything feasible to encourage effective instruction in physical education for all students in our schools and colleges.

APPENDIX D LINES OF AUTHORITY AND AREAS OF RESPONSIBILITY PERTAINING TO EDUCATION

STATE OF ILLINOIS



Supervision in Health, Physical Education, Safety and Driver Education

Consultants:

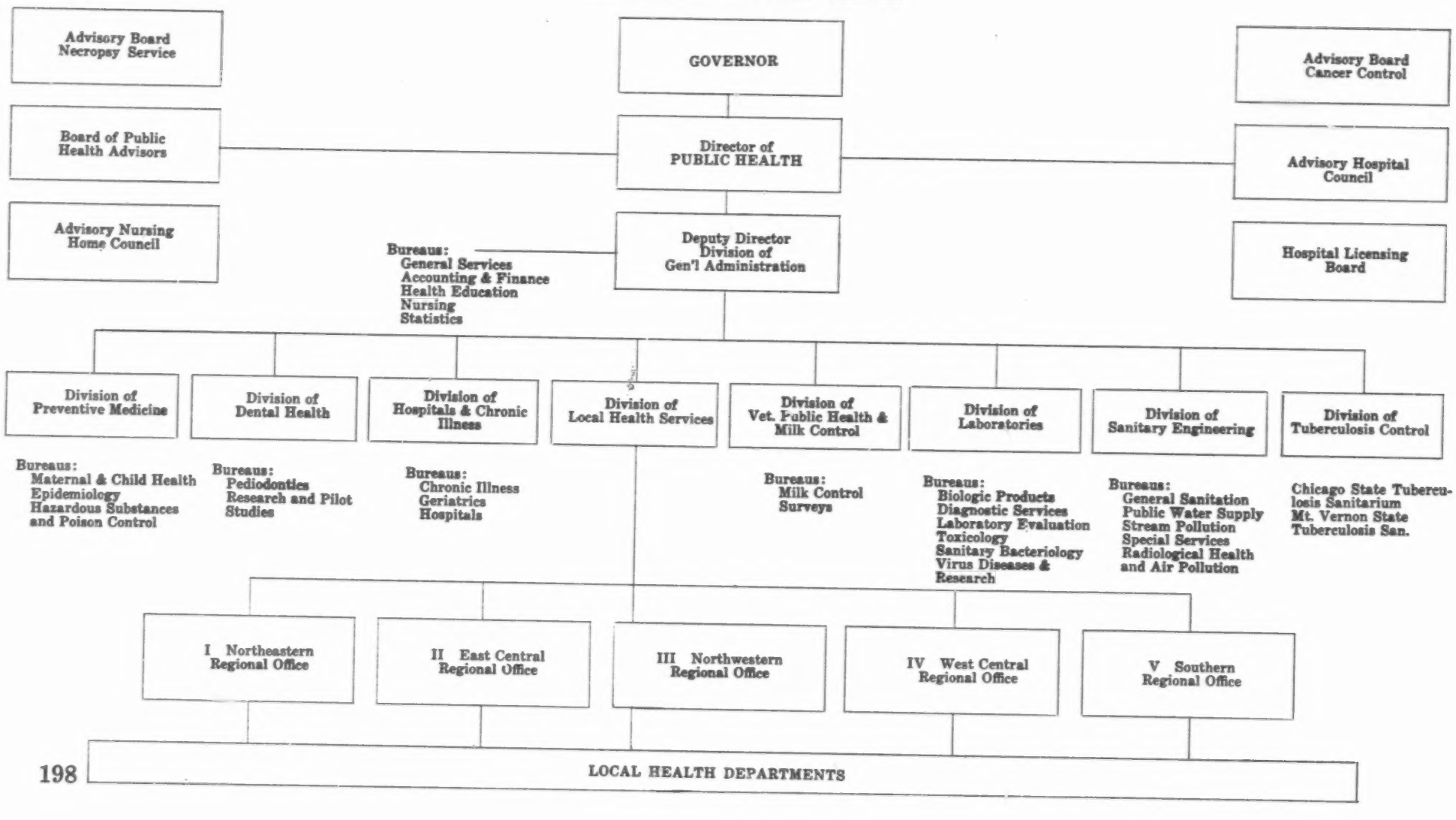
Health Education
Physical Education
Safety
Eye Health
Driver Education
Recreation
Outdoor Education

Director of Special Education

Consultants:

Speech Correction
Physically Handicapped
Mentally Handicapped
Blind & Partially Seeing
Deaf & Hard-of-Hearing
Multiply Handicapped
Socially Maladjusted
Supervising Psychologist

APPENDIX E


State of Illinois
DEPARTMENT OF PUBLIC HEALTH
Advisory Board Necropsy Service
Board of Public Health Advisors
Advisory Nursing Home Council
GOVERNOR
Director of PUBLIC HEALTH
Deputy Director Division of Gen'l Administration
Bureaus:
General Services
Accounting & Finance
Health Education
Nursing
Statistics
Advisory Board Cancer Control
Advisory Hospital Council
Hospital Licensing Board
Division of Preventive Medicine
Bureaus:
Maternal & Child Health
Epidemiology
Hazardous Substances and Poison Control
Division of Dental Health
Bureaus:
Pediodontics
Research and Pilot Studies
Division of Hospitals & Chronic Illness
Bureaus:
Chronic Illness
Geriatrics
Hospitals
Division of Local Health Services
Division of Vet. Public Health & Milk Control
Bureaus:
Milk Control
Surveys
Division of Laboratories
Bureaus:
Biologic Products
Diagnostic Services
Laboratory Evaluation
Toxicology
Sanitary Bacteriology
Virus Diseases & Research
Division of Sanitary Engineering
Bureaus:
General Sanitation
Public Water Supply
Stream Pollution
Special Services
Radiological Health and Air Pollution
Division of Tuberculosis Control
Chicago State Tuberculosis Sanitarium
Mt. Vernon State Tuberculosis San.
I Northeastern Regional Office
II East Central Regional Office
III Northwestern Regional Office
IV West Central Regional Office
V Southern Regional Office
LOCAL HEALTH DEPARTMENTS

APPENDIX F SELECTED SOURCES OF HEALTH EDUCATION MATERIALS*

Aetna Life Insurance Co.
Publication Department
151 Farmington Avenue
Hartford 15, Connecticut

American Association of Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington 6, D.C.

American Cancer Society
47 Beaver Street
New York 4, New York

American Cyanamid Co.
Lederle Laboratories Division
Pearl River, New York

American Dairy Association
20 North Wacker Drive
Chicago 6, Illinois

American Dental Association
222 East Superior
Chicago, Illinois

American Foot Care Institute
1775 Broadway
New York 19, New York

American Institute of Baking
400 East Ontario Street
Chicago, Illinois

NEA-AMA
Joint Committee on Health Problems
1201 Sixteenth Street, N.W.
Washington 6, D.C.

American Medical Association
535 North Dearborn Street
Chicago 10, Illinois

American Public Health Association
1790 Broadway
New York 19, New York

American Red Cross
Seventeenth & D Streets, N.W.
Washington 13, D.C.

American Social Health Association
1790 Broadway
New York 19, New York

Athletic Institute
Room 805
Merchandise Mart
Chicago 54, Illinois

Charles A. Bennett Co., Inc.
Peoria, Illinois

The Borden Company
350 Madison Avenue
New York 17, New York

Bureau of Health Education
505 State Office Building
Springfield, Illinois

Center for Mass Communications
1125 Amsterdam Avenue
New York 25, New York

Chicago Motor Club
66 East South Water Street
Chicago 1, Illinois

Child Study Association of America
132 East 74th Street
New York 31, New York

*Textbook publishers are not listed.

Church and Dwight Company
70 Pine Street
New York 5, New York

The Connecticut Mutual Life
Insurance Company
Educational Division
Hartford, Connecticut

Continental Baking Company
Regional Office
2158 West River Grove
Chicago 44, Illinois

Department of Health, Education & Welfare
Washington 25, D.C.

Department of Agriculture
Washington 25, D.C.

Equitable Life Assurance Co.
393 Seventh Avenue
New York 1, New York

General Motors Corporation
Educational Service
Department of Publications
Detroit, Michigan

Health Information Foundation
420 Lexington Avenue
New York 17, New York

Health Publications Insurance, Inc.
488 Madison Avenue
New York 22, New York

Hogg Foundation
Texas University
Austin 17, Texas

Illinois Cancer Society
139 North Clark Street
Chicago 2, Illinois

Illinois Department of Mental Health
401 State Office Building
Springfield, Illinois

Illinois Department of Public Health
503 State Office Building
Springfield, Illinois

Illinois Foundation for Infantile Paralysis
424 East Lawrence Avenue
Springfield, Illinois

Illinois Heart Association
715 South Sixth Street
Springfield, Illinois

Illinois Society for Mental Health
123 West Madison Street
Chicago 2, Illinois

Illinois Society for the Prevention of Blindness
222 South State Street
Chicago 4, Illinois

Illinois Tuberculosis Association
730 South 6th Street
Springfield, Illinois

Institute for Inter-American Affairs
499 Pennsylvania Ave., N.W.
Washington 25, D.C.

Institute of Visual Communications
40 East 49th Street
New York, New York

Kellogg Company
Department of Home Economics Services
Battlecreek, Michigan

APPENDIX F SELECTED SOURCES OF HEALTH EDUCATION MATERIALS

Kimberley Clark Corporation
Cellocotton Division
Neenah, Wisconsin

Metropolitan Life Insurance Company
Health & Welfare Division
1 Madison Avenue
New York, New York

N. E. A. Service, Inc.
1200 West Third Street
Cleveland, Ohio

National Better Business Bureau
Chrysler Building
New York, New York

National Committee for Mental Hygiene
1790 Broadway
New York 19, New York

National Dairy Council
111 North Canal Street
Chicago, Illinois

National Education Association
1201 Sixteenth Street, N.W.
Washington 6, D.C.

National Health Council
1790 Broadway
New York 19, New York

National Livestock & Meat Board
Department of Nutrition
407 South Dearborn
Chicago 5, Illinois

National Safety Council
425 North Michigan Avenue
Chicago, Illinois

Parke-Davis
7601 Skokie Blvd.
Skokie, Illinois

Personal Products Corporation
Department A
Milltown, New Jersey

Prudential Life Insurance Co.
165 North Canal Street
Chicago, Illinois

Public Affairs Pamphlets
22 East 38th Street
New York 16, New York

Science Research Associates
57 West Grand Avenue
Chicago 10, Illinois

State Farm Mutual Insurance Co.
Home Office
State Farm Mutual Building
Bloomington, Illinois

Swift & Company
Public Relations Department
Union Stock Yards
Chicago 9, Illinois

Travelers Insurance Company
Information Service
Hartford, Connecticut

U.S. Government Printing Office
Superintendent of Documents
Washington 25, D.C.

U.S. Public Health Service
Public Inquiries Branch
Office of Information
Washington 25, D.C.

Wheat Flour Institute
309 West Jackson Blvd.
Chicago 6, Illinois